

MASS.
DOCS.
COLL.



312066 0277 9955 2



TWENTY-FIFTH

ANNUAL REPORT

OF THE

BOARD OF EDUCATION,

TOGETHER WITH THE

TWENTY-FIFTH ANNUAL REPORT

OF THE

SECRETARY OF THE BOARD.

BOSTON:

WILLIAM WHITE, PRINTER TO THE STATE.

1862.

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

CONTENTS.

	Page.
I. REPORT OF THE BOARD OF EDUCATION,	1
II. REPORT OF THE VISITORS OF THE NORMAL SCHOOL AT FRAMINGHAM, .	21
III. REPORT OF THE VISITORS OF THE NORMAL SCHOOL AT WESTFIELD, .	27
IV. REPORT OF THE VISITORS OF THE NORMAL SCHOOL AT BRIDGEWATER, .	33
V. REPORT OF THE VISITORS OF THE NORMAL SCHOOL AT SALEM, . . .	37
VI. REPORT OF THE TREASURER OF THE BOARD,	42
VII. REPORT OF THE SECRETARY OF THE BOARD,	47
VIII. REPORT OF THE AGENT OF THE BOARD,	112

APPENDIX.

IX. ABSTRACT OF SCHOOL COMMITTEES' REPORTS,	1
X. ABSTRACT OF SCHOOL RETURNS,	i
1. Graduated Tables, (First Series,)	xlii-lxi
2. Graduated Tables, (Second Series,)	lxii-lxxii
3. Graduated Tables, (Third Series,)	lxxiv-lxxxiv
XI. Index,	lxxxvii

ANNUAL REPORT

The following report was presented to the Board of Directors at the annual meeting held on the 15th day of December, 1901, by the President of the company, Mr. J. H. [Name], who has the honor to acknowledge the cordial reception and the valuable suggestions of the Board.

The year has been a successful one for the company, and the results of the operations are shown in the following statement of the income and expenses for the year ending on the 31st day of December, 1901.

The income for the year was \$[Amount], and the expenses were \$[Amount], leaving a net profit of \$[Amount]. This profit was divided among the shareholders, and each share received a dividend of \$[Amount].

The company has also been successful in its efforts to expand its business, and has secured several new contracts for the coming year. It is confident that the future will be as bright as the past, and that the company will continue to grow and prosper.

The Board of Directors has approved the report of the President, and has declared a dividend of \$[Amount] per share. It has also authorized the President to execute all necessary documents in connection with the dividend.

The meeting adjourned until the next annual meeting, to be held on the 15th day of December, 1902.

ANNUAL REPORT.

The Board of Education hereby submit their Twenty-Fifth Annual Report.

The law establishing this Board requires that a report shall be annually made to the legislature, giving a detailed account of their doings.

The Secretary is the organ of the Board, and his duties, under their direction, are prescribed by law. He is expected to meet and advise with teachers and friends of education, to attend the Teachers' Institutes, and generally to devote his time and talents to promoting the cause of public education. His report, which is herewith submitted, will give a correct and faithful account of the present condition of the educational interests in this Commonwealth, and such suggestions for further improvements as may be deemed practicable and expedient. The present Secretary entered upon the duties of his office on the first of January last. The Board have reason to be entirely satisfied with his efficiency and zeal, and cordially commend him to the favorable consideration of the people of this Commonwealth, and solicit for him their aid and sympathy, confident that his efforts will be successful, and that he will be enabled to carry forward the work that has been so well begun, and that, in the Department of Education, Massachusetts will retain, in the future, the position she has so eminently maintained, in the past.

The Normal Schools always occupy a large share of the attention of the Board. Through their agency more than by any other means, the Board is enabled to exert an influence upon the Common Schools. The teachers they furnish maintain a high character for excellence, and occupy a prominent station among their fellow-laborers in this profession.

These schools are in good condition, and the teachers are deemed faithful in the performance of their respective duties. No changes in the office of Principal have taken place during the year. The changes in the position of assistants have occurred as follows: In *Framingham*, Mrs. Frances E. Bridges resigned at the close of the summer term, and Miss Annie E. Johnson was appointed, in September, her successor. Mr. E. R. Blanchard closed his labors as teacher of music in February, and Mrs. O. B. Brown, in March, was appointed to the vacancy. In *Westfield*, at the close of the winter term in February, Miss Dora C. Chamberlain resigned her place, and was succeeded by Miss Helen M. Ray. Miss Ray was compelled by failing health to resign at the close of the summer term. In October Mr. P. M. Slocum was removed by death, and Mr. J. G. Scott was appointed his successor. In *Bridgewater*, no change has occurred in the corps of teachers. In *Salem*, the vacancies caused in the course of the year by the lamented illness of Miss O. P. Bray, and the resignation of Misses Eunice T. Plumer, and Lucy Kingman, have been supplied by the appointment of the following teachers: Misses Mary B. Smith, Josephine A. Ellery, and Clara M. Loring, teacher of music.

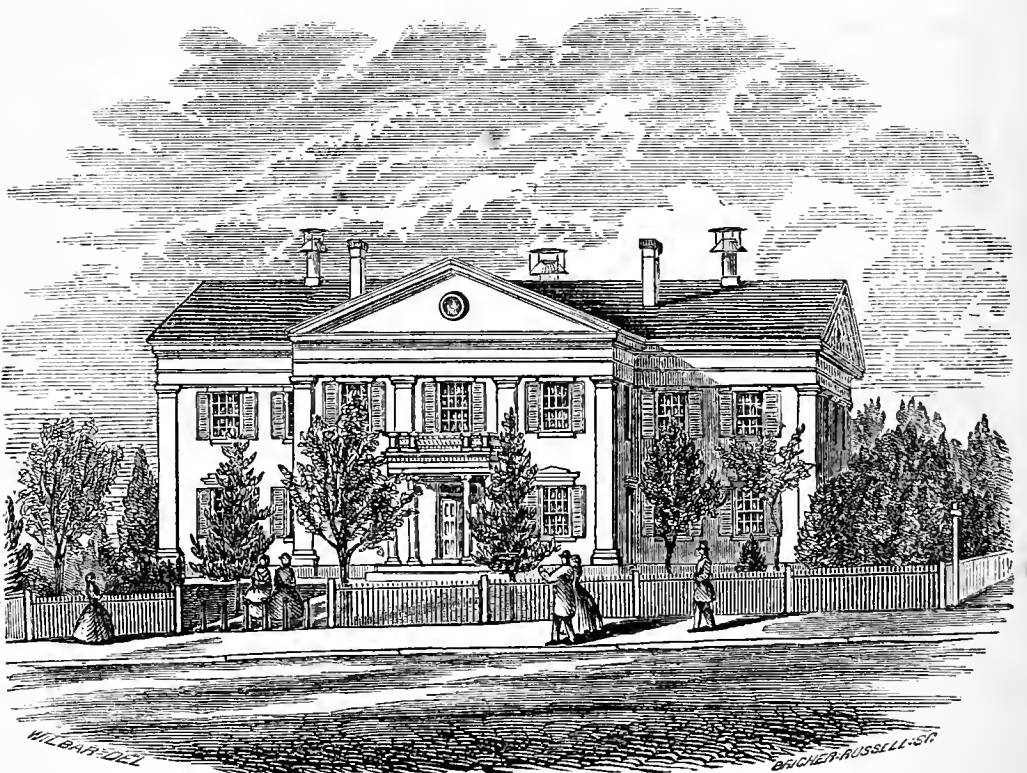
The statistics of admissions, attendance, graduation, and the number receiving aid, during the year, are as follows:

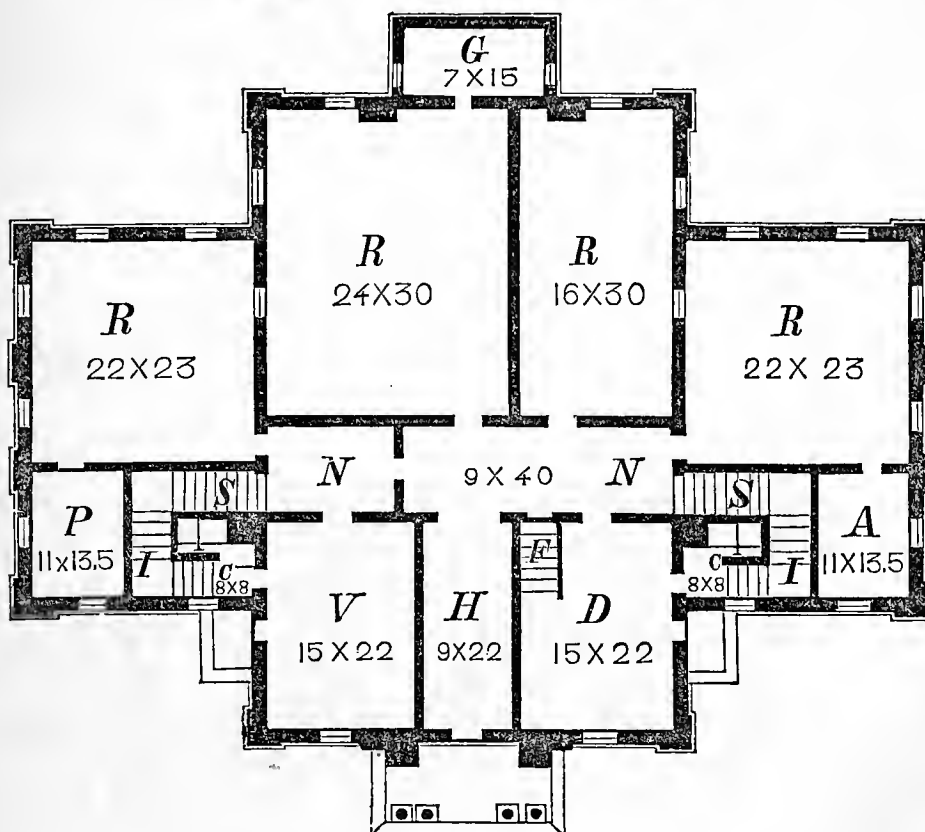
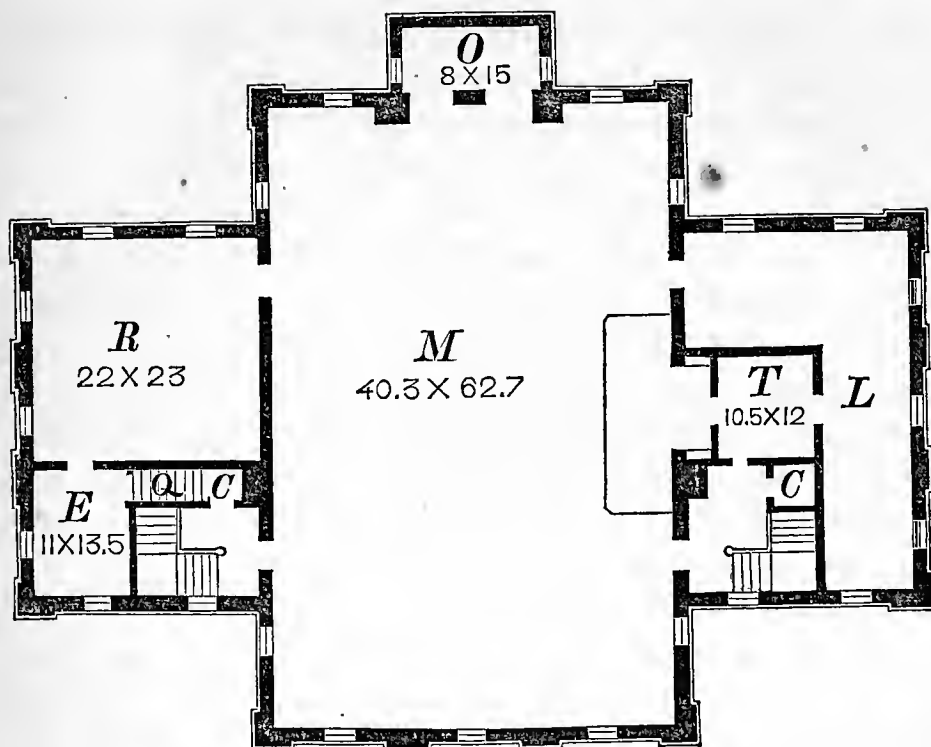
	Frammingham.	Bridgewater.	Westfield.	Salem.	Total.
Admissions,—					
1st Term. { Males,	—	19	12	—	31
{ Females,	25	14	32	40	111
{ Total,	25	33	44	40	142
2d Term. { Males,	—	10	10	—	20
{ Females,	25	21	39	24	109
{ Total,	25	31	49	24	129
<i>Total for the year,</i>	50	64	93	64	271
Average age on admission,—					
Males,	—	19.5	20.4	—	19.10
Females,	18.	19.7	18.3	18.10	18.8
General,	18.	19.6	19.3	18.10	18.11
Pupils in attendance,—					
1st Term. { Males,	—	44	36	—	80
{ Females,	71	39	105	130	345
{ Total,	71	83	141	130	425
2d Term. { Males,	—	37	27	—	64
{ Females,	70	50	104	108	232
{ Total,	70	87	131	108	396
The Year { Males,	—	60	48	—	108
{ Females,	85	72	156	161	474
{ Total,	85	132	204	161	582
Had previously taught,—					
Males,	—	7	9	—	16
Females,	14	14	30	21	79
Total,	14	21	39	21	95
Graduated during the year,—					
Febr'y. { Males,	—	5	6	—	11
{ Females,	18	7	8	23	56
{ Total,	18	12	14	23	67
July. { Males,	—	9	5	—	14
{ Females,	17	12	17	26	72
{ Total,	17	21	22	26	86
<i>Total for the year,</i>	35	33	36	49	153
Pupils receiving State aid,—					
Males,	—	21	32	—	53
Females,	40	15	74	45	174
Total,	40	36	106	45	227

The legislature of 1861 made an appropriation of \$4,500, at the request of the Board, for improvements in the school building at Bridgewater. These were effected during the summer vacation, by

the addition of two wings to the original edifice, each 24 by 38 feet, and a thorough remodelling of its interior, thus removing the great inconvenience felt for several years, from crowding a large number of pupils into small and poorly ventilated rooms. The school room has been enlarged so as to comprise the whole of the upper story of the old building, by which an area of 22 feet by 40 has been added. Adjoining the school-room, upon the second story, are a spacious recitation-room, a room for astronomical and geographical apparatus, one for a library, and another for the use of the teachers. Upon the lower floor are four large recitation-rooms, two smaller rooms for a chemical and philosophical apparatus, a cabinet for geological specimens, and two spacious rooms for outer garments.

New furnaces have been added, and the house is thoroughly ventilated by separate ventiducts leading from each room to ventilators on the roof. A forcing pump and pipes and tanks have been provided to supply water to the closets and sinks. The whole cost of improvements, is \$4,553.80. The excess over the appropriation will probably be more than met by the sale of two out-buildings not now needed. A view of the building, with cuts of the floor plans, is herewith presented.





The main building is 42 by 64 feet. Each wing is 24 by 38 feet. The Lower Story contains—*H*, Entrance Hall; *N*, a Long Passage; *R*, *R*, *R*, *R*, Recitation Rooms; *G*, Room for Cabinet of Natural History; *A*, Room for Philosophical Apparatus; *P*, for Chemical Apparatus; *V*, Dressing-room for Ladies; *D*, Dressing-room for Gentlemen; *F*, Passage to Cellar; *S*, *S*, Stairs; *C*, Closets; *I*, *I*, Closets under Stairs. The Upper Story contains—*M*, School-room; *R*, Recitation-room; *O*, Alcove for Books of Reference; *T*, Teachers' Room; *L*, Library; *E*, Room for Astronomical and Geographical Apparatus; *C*, *C*, Closets for Clothes; *Q*, Passage to Attic.

The Board take this opportunity to express their sincere thanks, for the encouragement and material aid which the Normal Schools have received from some of the liberal and noble-hearted people of this Commonwealth and elsewhere, during the past year. Such kind attentions give a sanction to the doings of the Board, in this portion of their duties, and will act as a healthy stimulus to the schools for renewed exertions in the accomplishment of the objects of their organization.

At a meeting of the Board held March 13, 1861, a letter was communicated from Thomas Lee, Esq., of Boston, offering three hundred dollars annually for three years, for the purpose of establishing prizes in the Normal Schools, in order to promote excellence in the art of reading in said schools. It was voted gratefully to accept the generous offer of Mr. Lee upon the terms and conditions embraced in the following letter of George B. Emerson, LL. D., Treasurer of the Board, and to refer the subject to a committee to report at a future meeting the details of a plan for carrying into effect the object proposed by the liberal donor.

BOSTON January 21, 1861.

THOMAS LEE, Esq.:

Dear Sir,—I have no doubt that the institution, in the Normal Schools of the State, of prizes such as you have spoken of, will have the effect of turning the attention of the teachers and pupils there to the most important and much neglected art of reading. I entirely agree with you in thinking that there is no attainment made in the schools more valuable than that of reading understandingly and with interest; that no taste can be formed, in early life, opening greater resources for every period of life than the love of reading; and that there is no accomplishment more graceful or more precious, either for man or woman, than the power of reading naturally and feelingly.

It will therefore give me great pleasure to make known to the Board of Education your kind and generous purpose in regard to these schools. It is obvious, however, that, to produce the effects you desire, the prizes should be awarded to those only who come up, in reading, to a certain standard. If I understand you rightly, none would satisfy your idea of good reading except those who possessed naturally or should have gained by discipline a fulness of voice which should enable them to fill, without apparent effort, the room occupied by the class; who had attained perfect distinctness of articulation, giving complete expression to every element of every word, and letting the sound of each fall clearly upon the ear of the hearer, especially at the end of each sentence; who should pronounce

correctly and with just emphasis ; and who should read naturally and with spirit, avoiding all affectation and mannerism, and keeping at the same time clear of the lifeless monotony so common in schools, and the excess of emphasis which is incident to poor declamation.

I would therefore advise that the prizes be awarded on these principles and with these limitations. I am, dear sir, very truly yours,

GEORGE B. EMERSON.

BOSTON, January 21, 1861.

Dear Sir,—You have so fully and clearly expressed, in your note to me of this date, my views on the subject of encouraging the art of reading in the Normal Schools of this State, that I hereby authorize the Treasurer of the Board of Education to draw on me for three hundred dollars (\$300) annually, for the three ensuing years, to be applied for the purpose expressed in your note aforementioned. Yours truly,

THOMAS LEE.

To GEO. B. EMERSON, Esq., Treasurer of the Board of Education.

In May, 1861, a letter was received by Professor A. Crosby, Principal of the State Normal School at Salem, from J. I. Bowditch, Esq., of Boston, containing the following extract from the will of his late brother,* Nathaniel Ingersoll Bowditch, and proposing to pay the bequest :

"I give to Rev. Alpheus Crosby, Principal of the State Normal School at Salem, Mass., and his successors in that office, as trustees, (without giving bonds,) five thousand dollars, the annual interest of which shall be distributed at his discretion among such of the pupils as shall most need and deserve the same."

In September, 1861, Hon. James Arnold, of New Bedford, sent to the Normal School at Bridgewater three hundred and twenty-nine volumes of valuable books ; among which were Ree's

*NATHANIEL INGERSOLL BOWDITCH, eldest son of Nathaniel and Mary (Ingersoll) Bowditch, was born in Salem, Mass., January 17, 1805, graduated at Harvard College in 1822, studied the profession of the law, and was admitted to the Suffolk bar in 1825. The practice of the law he relinquished in a few years and devoted himself to that of a conveyancer and examiner of titles of real estate, in which he acquired a large and profitable business. His suavity of manners and generous character won for him the esteem of his associates and of all with whom he had intercourse. He died in Brookline, Mass., April 16, 1861, after a long and painful sickness, which he bore with Christian fortitude.

Encyclopedia, 47 volumes, and Silliman's American Journal of Science, a complete set in 79 volumes, all well bound in leather.

The remaining donations to the several schools, many of which are of great value, and other details respecting their condition, will be found in the accompanying reports of the Visitors.

Means having been placed at the disposal of the Board by the legislature, at its last regular session, to employ an Agent who shall act with the Secretary, to promote the educational interests of the Commonwealth as defined in chapter 34, section 9, of the General Statutes, Rev. B. G. Northrop, of Saxonville, was appointed to the position. His well known zeal and ability, and his satisfactory performance of the various duties of the office, during several previous years, commended him for re-appointment.

In accordance with the statute for establishing *State Scholarships*, (General Statutes, chapter 37,) twelve young men have been selected for the annual class, and such others as were necessary to fill the few occasional vacancies. The Treasurer's report, accompanying, contains the names of the pupils thus aided as well as of their colleges.

The Board will be called upon, at an early day, to make arrangements for filling three Free Scholarships to be established in Williams College, three in Amherst College, and three in Tufts College, in conformity to "An Act to increase the School Fund, and to grant aid to the Museum of Comparative Zoölogy, Tufts, Williams and Amherst Colleges, and the Wesleyan Academy at Wilbraham, out of the proceeds of sales of Back Bay Lands." Approved April 2, 1859.

This Act provides that "the aforesaid free scholarships shall be under the control of the Board of Education, and may be filled and managed in such mode as now is or may hereafter be provided by law for the regulation of all free scholarships established by the Commonwealth."

During the year the Secretary has held eight Teachers' Institutes.

For a particular account of these we refer to the Secretary's report. They have been well attended, and are believed to be productive of good results.

On the 1st January, 1861, the school fund	
amounted to	\$1,527,849 73
Added since,	60,426 44
	<hr/>
	\$1,588,276 17
Less,	12 70
	<hr/>
	\$1,588,263 47

At a meeting of the Board, May 22, 1861, the report of a committee previously appointed "to consider what measures, if any, are desirable to secure more direct intercourse and sympathy between the Board and the Teachers' Associations of the State," was accepted, and the following resolves were adopted:—

Resolved, That it is highly desirable for the several members of the Board to attend, whenever practicable, each Teachers' Institute held within reasonable distance, even though the visit should be necessarily brief.

Resolved, That the Executive Committee, in connection with the Secretary, designate a member of the Board, one to each County Association, to attend at least the annual meetings of each association, with the purpose simply of showing the interest of the Board in these bodies, cultivating a personal acquaintance with teachers, and enlarging the experience of the Board: *provided*, in each case, that it be agreeable to the several associations.

In this connection it may not be inappropriate to speak briefly of the several Teachers' Associations that have received the State aid in conformity to the provisions of an Act passed by the legislature of 1848, viz.: That whenever a county association of teachers and others, which has been or may be formed, shall hold semi-annual meetings of not less than two days each, for the express purpose of promoting the interests of Common Schools, such association shall be entitled to receive fifty dollars a year from the State. Nine county associations have availed themselves of the State liberality, during the past year,—Essex, Middlesex, Worcester, Hampden, Franklin, Norfolk, Plymouth, Barnstable, and Dukes. Their importance no one questions; the favorable consideration of the legislature indicates somewhat the popular sentiment.

1. *Essex County Teachers' Association*.—Essex County took the initiatory steps in the formation of these associations. On the 23d of June, 1830, a convention of about three hundred teachers and others interested in the cause of education was held at Topsfield, for the purpose of improving the present mode of instruction. S. Packard was appointed Chairman, and F. Vose, Secretary, and a committee was chosen to consider the expediency of forming a county society for the benefit of teachers, with authority to make the necessary arrangements and to call a future meeting.

This meeting was held on the 3d and 4th of December following, a constitution was adopted, officers were chosen, and interesting lectures were delivered. Meetings have from that time been held semi-annually, without interruption, for the first eight years at Topsfield—the geographical centre of the county,—since then, in the various towns of the county. Among the early members who were prominent, were Rev. G. B. Perry, of Groveland, Messrs. B. Greenleaf, of Bradford, David Choate, of Essex, N. Cleaveland, of Newbury, A. Greenleaf, of Salem, now of Brooklyn, N. Y., Oliver Carlton, of Salem, then of Marblehead, and others. Meetings are held on the third Friday and Saturday of October, and the Friday and Saturday following the Annual Fast. The present officers are, President, Joseph A. Shores, of Haverhill; Vice-President, Alpheus Crosby, of Salem; Recording Secretary, G. M. Gage, of Beverly; Corresponding Secretary, T. G. Senter, of Lynn; Treasurer, Amer Valentine, of Marblehead.

2. *Barnstable County Educational Association* was organized at Yarmouth Port, June 3, 1835, under the name of the School Association. Rev. Mr. Woodbury, then of Falmouth, Hon. John Reed, of Yarmouth Port, Horatio Underwood, of Harwich, and others, were among the early members. The object, as stated in the preamble, is “To obtain a more thorough knowledge of the means best adapted for communicating instruction, and for the diffusion of useful knowledge.” The present officers are, S. Brooks, of Harwich, President; Joseph W. Cross, of Chatham, Secretary and Treasurer; and thirteen Vice-Presidents, one from each town in the county.

3. *Franklin County Common School Association* was organized at Deerfield, November 13, 1846, by the choice of Rev. Mr. Everett, President, and John Snow, Jr., Secretary. The object is to elevate the character of our Common Schools and improve the

qualifications of teachers. Among the originators are the names of H. B. White, A. W. Paige, H. Sheldon, S. N. Brooks, E. P. Chapin, and others. The regular meetings are usually in the months of May and November, as the directors may determine. This association is said to be in a very healthy and flourishing condition. At the meeting in May, ninety-seven teachers were present. The last meeting was held in connection with a Teachers' Institute. The attendance is constantly increasing, and several of the last conventions have been very spirited and enthusiastic. The officers are, President, D. O. Fiske, of Shelburne Falls; Vice-President, George M. Adams, of Conway; Secretary, Darwin Barnard, of Shelburne; Treasurer, D. H. Newton, of Greenfield.

4. *Hampden County Teachers' Association*, organized in January, 1847, had its origin in a town association, which was formed in Springfield some seventeen years since, under the auspices of Mr. A. Parish and other teachers of the town, and has been extended so as to include other town associations, and individuals from the towns of the county, to meet at least twice a year. "Its primary objects are to make the members acquainted with each other and to obtain mutual instruction." Messrs. W. W. Mitchel, of Chicopee, Samuel Alvord, of Chicopee Falls, David S. Rowe, then of the Westfield Normal School, M. C. Goldthwaite, of the Academy at Westfield, were early and strong supporters of the institution. The meetings are held in October and May, at such times as the directors may determine, and they have hitherto been well sustained. The present officers are, W. C. Goldthwaite, of Long Meadow, President; ——— Brooks, of South Hadley Falls, Secretary; A. Parish, of Springfield, Treasurer.

5. *Norfolk County Teachers' Association* was organized and held its first meeting at Dedham, August 17 and 18, 1848. Hon. Levi Reed was the first President, and one of the most active members for several years. Among those who signed the constitution at the first meeting were Charles J. Capen, George Newcomb, Dana P. Colburn, John A. Goodwin, George A. Walton, Levi Dodge, and others. The meetings are held early in June and late in October. Officers elected in June, 1861, are, President, J. Kimball, of Dorchester; 1st Vice-President, James L. Stone, of Foxborough; 2d Vice-President, F. Wood, of Milton; 3d Vice-

President, Edward Stickney, of Dorchester ; Treasurer, D. H. Daniels, of Brookline ; Secretary, T. E. Lanman, of Brookline.

6. *Dukes County Educational Association*, was organized at Holmes' Hole, (Tisbury,) September 15, 1848, expressly to promote the interests of the Common Schools. The Hon. Leavitt Thaxter, Rev. Hebron Vincent, and others, were the founders. The meetings are held on the last Thursday of April and of October. A Teachers' Institute was held in connection with the meeting in October, 1861. The officers are, President, Constant Norton, of Edgartown ; Vice-Presidents, Hebron Vincent, of Edgartown, David Mayhew, of Tisbury, I. W. Mayhew, of Chilmark ; Secretary, W. H. Sturtevant, of Tisbury ; Treasurer, E. H. Nevin, of Edgartown.

7. *Plymouth County Teachers' Association*. In pursuance of a call issued by Messrs. N. Tillinghast, of Bridgewater, J. W. P. Jenks, of Middleborough, A. H. Cornish and J. W. Hunt, of Plymouth, a meeting was held at Bridgewater, January 24 and 25, 1850, for the formation of an association to promote the cause of Common School education in the county of Plymouth. A large number of teachers and other friends of education assembled. A committee was appointed to report a plan of organization, who subsequently reported a constitution, which was adopted ; officers were elected, and the regular exercises of lectures, &c., followed. The meetings are held on the Friday and Saturday nearest the middle of the months of December and June. The officers for the present year are, President, A. H. Soule, of Middleborough ; Vice-Presidents, A. G. Boyden, of Bridgewater, Francis M. Hodges, of Middleborough, J. F. Atwood, of Middleborough ; Secretary and Treasurer, Charles F. Dexter, of Bridgewater.

8. *Middlesex County Teachers' Association*. In November, 1853, at an informal meeting of the teachers present at the State Association in Boston, Messrs. C. C. Chase, of Lowell, E. Smith, of Cambridge, J. Hunt, of Newton, A. M. Gay, of Charlestown, and C. Hammond, of Groton, were appointed a committee to issue a circular inviting the teachers of the county to assemble in convention for the purpose of forming a Teachers' Association. Pursuant to a call of this committee, the teachers of the county assembled at Charlestown, on the 30th and 31st of December, 1853, and resolved themselves into the Middlesex County Teachers' Association. The first address was by Barnas Sears, D. D.,

then Secretary of the Board of Education. The meetings of the Association are held about the middle of the months of April and October. The present officers are, President, William E. Sheldon, of West Newton; Vice-Presidents, L. H. Buckingham, of Brighton, George N. Bigelow, of Framingham, William H. Sanders, of Charlestown, O. S. Knapp, of Somerville, and A. Rice, of Natick; Secretary, John Wilson, of Somerville.

9. *Worcester County Teachers' Association.* A preliminary meeting was held at the High School-room, Worcester, March 7, 1857, in pursuance of a call signed by E. A. Hubbard, of Fitchburg, Henry R. Peirce, of Uxbridge, and Homer Sprague, J. V. Beane, William Greene, E. C. Hewitt and A. A. Hunt of Worcester, and was organized by choosing E. A. Hubbard, Chairman, and E. C. Hewitt, Secretary. After suggestions from several gentlemen, a committee was chosen to report a plan of operation, in the afternoon. This was accordingly done, and a plan was reported recommending the formation of an association in accordance with the provisions of the statute of the Commonwealth, to be called the Worcester County Teachers' Association; and also recommending a day for the holding of the first meeting, and the appointment of a committee to prepare a constitution, &c. The first meeting was held, agreeably to appointment, June 12, 1857, in the City Hall, Worcester, and the association was organized by accepting the constitution, and by the election of officers.

The meetings are held in June and December, with a provision, however, that the time may be changed by the Executive Committee.

The present officers are, President, H. R. Greene, of Worcester; Vice-Presidents, D. B. Hubbard, of Grafton, C. B. Marble, of Leominster, and A. R. Nichols, of Leicester; Secretary and Treasurer, H. E. Rockwell, of Millbury.

In Berkshire, a county association was organized, February 14, 1849, and semi-annual meetings were held for several years.

In Bristol a county association was formed, May 26, 1849; and in Nantucket an association was organized, December 20, 1852, and the first public meeting was held, February 10, 1853.

These county associations are all organized on a similar plan, their objects being the same, viz., to promote the cause of popular

education, cultivate professional friendship, and to aid by lectures and discussions the cause of sound learning.

No association is known to exist in the remaining counties of the State.

If these institutions are, as we believe, producing favorable results, it is highly desirable that the teachers in all the counties should enjoy equal advantages; and in those counties where no association exists, or, if existing, is in a very feeble condition, efforts should be made to induce the spirit that will tend to the formation of active and useful societies.

There are other associations with kindred objects which cannot be arranged with those just mentioned. Of some of them, founded on a more comprehensive plan than those already spoken of, it may be well briefly to speak.

The *American Institute of Instruction*, whose object is the diffusion of useful knowledge in regard to education, was organized in March, 1830. The annual meetings have been held in nearly all the principal cities of New England; and they usually continue in session about four days, the time being occupied in listening to lectures and holding discussions. Its annual volumes, now thirty in number, are replete with valuable information on all matters concerning education. Incorporated by the legislature of Massachusetts, and a recipient of her bounty, this society may justly be ranked as one of our valuable institutions.

Officers chosen: President, A. P. Stone, Plymouth; Recording Secretary, William E. Sheldon, West Newton; Corresponding Secretaries, B. W. Putnam, Boston, and John Kneeland, Roxbury; Treasurer, William D. Ticknor, Boston.

The *Massachusetts Teachers' Association*, was organized at Worcester, November 23, 1845, having for its objects "the improvement of teachers, and the advancement of the interests of popular education." The annual meetings are held in various parts of the Commonwealth, during the week of the Annual Thanksgiving. A volume of Transactions (1845-7) has been printed. "The Massachusetts Teacher," commenced in January, 1848, and published under the direction of a committee of the association, is well sustained and maintains a high position among the educational journals of the country. The fourteen volumes which

have already appeared bear evidence of the industry, intelligence, and zeal of the Massachusetts teachers. It is published monthly, and is deserving of the patronage of all friends of education.

Officers chosen in November. President, John Kneeland, Roxbury ; Secretary, J. E. Horr, Brookline ; Treasurer, James A. Page, Boston.

Town educational associations are somewhat numerous ; but are often short-lived, and maintained, for the most part, only during the term of the activity of some one earnest teacher or school committee man. They are sometimes composed of teachers only, sometimes of teachers and committees, and aim mainly at the improvement of teachers ; and sometimes they are of a more popular character, and aim to reach both parents and pupils as well as teachers. The meetings are held, some quarterly, some monthly, some only for the winter season, and others at no fixed time. They are on the whole useful ; but their aims and methods are so different that it is difficult to give any description which will be applicable to all.

In concluding their Twenty-Fifth Annual Report, the Board cannot refrain from taking a cursory retrospect of the period that has elapsed since the organization in 1837. This portion of time is nearly the life of a generation. The children of that day are now the active workers in the great drama of life. Great is the change that has taken place, not only in the condition of our public schools and educational institutions, but in every department of the industrial pursuits that contribute to the comfort and to the happiness of the community.

Though, at the present time, a dark cloud hangs over our political horizon, threatening our existence as a nation, yet it is gratifying to note that here, in Massachusetts, notwithstanding the great number of men she has sent into the field, and the vast sums of money she has expended and is expending, her schools and colleges are as full as usual, and, in some places, have a larger attendance, and that the Teachers' Institutes of the last year have been attended by unusual numbers, evincing undiminished interest in the cause of education.

The Twentieth Annual Report, prepared by a former Secretary, contains a highly interesting account of the great changes that have taken place in all our educational affairs during the first twenty years of the operations of the Board. The Report of the

present Secretary will extend the review, in a different form, through the quarter of a century that has elapsed since the Board was instituted. We will not undertake to say how much of our educational progress is owing to the influence of this Board, to the labors of the several Secretaries, to the Normal Schools, Teachers' Institutes, &c. Let the public decide. It sufficeth to say, that a great work has been done.

The reports of the Visitors of the several Normal schools, of the Treasurer and of the Secretary, are also herewith submitted as approved.

JOHN A. ANDREW.

JOHN NESMITH.

HENRY WHEATLAND.

ARIEL PARISH.

CORNELIUS C. FELTON.

WILLIAM A. STEARNS.

ERASTUS O. HAVEN.

DAVID H. MASON.

GEORGE S. BOUTWELL.

JOHN P. MARSHALL.

Report of the Visitors of the Normal School at Framingham, for the year 1860-61.

The condition of this school has been highly satisfactory. The teachers and the pupils have performed their several duties with fidelity and ability. The private examinations by the Visitors, entering the school without previous notice, and the public examination at the close of each term, have borne witness alike to the excellence of the work performed in the institution. It is believed by the Committee that the graduates of this school have had a fair share of success, both in securing places as teachers, and in carrying into practical effect the principle and lessons they have been taught while members of the school.

Tried by either of these tests, the Framingham Normal School will be found to hold a high position among the establishments for education in Massachusetts.

The statistics for the past year, furnished by Mr. Bigelow, are as follows:—

Pupils admitted in February,	. . . . .	25
“ admitted in September,	. . . . .	25
“ admitted during the year,	. . . . .	50
“ in attendance during the summer term,	. . . . .	70
“ in attendance during the winter term,	. . . . .	71
“ belonging to the school,	. . . . .	85
Average age of the junior class admitted in September, $18\frac{1}{2}$ years.		
Average age of the second class admitted in February, $17\frac{1}{2}$ years.		
Average age of the senior class at the time of admission, $19\frac{1}{4}$ years.		
Average age of the advanced class at the time of admission, $18\frac{7}{8}$ yrs.		
Pupils graduated in February,	. . . . .	18
“ graduated in July,	. . . . .	17
“ graduated during the year,	. . . . .	35
“ in the advanced class,	. . . . .	8
“ in the senior class,	. . . . .	10
“ in the second class,	. . . . .	16
“ in the junior class,	. . . . .	37
“ dismissed for various reasons,	. . . . .	9
“ who had taught before entering the school,	. . . . .	14
“ who received State aid in February,	. . . . .	33
“ who received State aid in July,	. . . . .	25

Different pupils who received State aid during the year,	40
States represented,	10
Other countries,	1
Counties in Massachusetts represented,	8
Towns in Massachusetts represented,	37
Pupils from Massachusetts,	64
“ from other States and countries,	21
“ from the different States and counties,	85

Suffolk County, 1.—Chelsea, 1.

Franklin County, 1.—Whately, 1.

Barnstable County, 1.—Brewster, 1.

Hampden County, 2.—Holyoke, 2.

Plymouth County, 4.—Wareham, 1; Scituate, 3.

Norfolk County, 7.—Medway, 1; Franklin, 1; Medfield, 1; Needham, 2; Grantville, 2.

Worcester County, 16.—Blackstone, 1; Clinton, 1; Boylston, 1; Oakham, 1; Northborough, 1; Winchendon, 1; Holden, 2; Paxton, 2; Milford, 3; Worcester, 3.

Middlesex County, 32.—Acton, 1; Newton, 1; Somerville, 1; Medford, 1; Malborough, 1; Malden, 1; Lexington, 1; Ashland, 1; Chelmsford, 1; West Cambridge, 1; Natick, 2; Hopkinton, 2; Holliston, 2; Lowell, 2; Newtonville, 2; Framingham, 12.

Canada, 1; Maine, 1; Connecticut, 1; Vermont, 1; Indiana, 1; Rhode Island, 1; Michigan, 1; Minnesota, 1; New York, 3; New Hampshire, 10.

The occupations of the parents are as follows: Bank officer, 1; ship-owner, 1; furniture dealer, 1; mason, 1; boot manufacturers, 2; artist, 1; lawyers, 2; baker, 1; grocers, 2; mechanics, 6; painter, 1; teachers, 2; physicians, 3; state bank registrar, 1; navy officer, 1; superintendent, 1; carpenters, 3; shoe dealer, 1; shoemakers, 5; clergymen, 7; merchants, 13; farmers, 29.

The present instructors are George N. Bigelow, A. M., Principal, and Nancy I. Bigelow, Martha Young, and Annie E. Johnson. Miss Wadsworth, now Mrs. Bridges, continued to teach until the close of the last term. She was educated at the school, where she distinguished herself by her ability, zeal and scholarship. She proved herself to be admirably qualified for the place of teacher; and the committee agree with the members of the school in regretting her withdrawal from a position which she filled and adorned.

But the community has gained in one way as much as it has lost in another. The training that fits a woman to be a successful teacher, prepares her equally well to preside with grace and dignity over a household. The committee join with her pupils and associates in wishing all happiness to Mrs. Bridges in the position to which she has been transferred. She has been succeeded in the school by Miss Johnson, who has shown herself a competent and faithful teacher.

The Rev. B. G. Northrop, the able and indefatigable Agent of the Board, has delivered to the school twelve lectures on Mental Philosophy. Leander Wetherell, Esq., of Boston, has given two lectures. The lectures on Chemistry, by Mr. Sharp, have been postponed to the beginning of the next term. The committee have every reason to think that the introduction of gymnastic exercises is proving itself to be a most beneficial measure for the health of the young ladies. Dr. Dio Lewis' system is particularly well adapted to the wants of children and ladies. The apparatus is simple, cheap, and manageable. No extraordinary feats of strength, exposing the delicate frame to dangerous accidents, are encouraged or allowed by his methods. The exercise is mild, gentle, *suitable*, and yet sufficiently tasking to the physical powers. It briefly interrupts the hours of study by a change which exhilarates the body and clears the mind; and there is no doubt that much more is gained by the freshness and activity with which the mind returns to its pursuits than is lost by the time consumed in the exercise itself. Another advantage of the system is that all that is essential in it may be continued privately after school life is over, and its benefits may thus be made permanent. The committee are of opinion that the introduction of these exercises was a wise measure. That others are of the same opinion may be inferred from the fact that the same system is rapidly becoming a part of routine school duty elsewhere.

The object of a Normal School is to prepare teachers for the Common Schools of Massachusetts. There may be a question with some how this object is best accomplished. Without discussing the general question, we think it will be admitted by all who are conversant with the state of things among us, that the acquisition of knowledge lies at the very foundation. We speak now of young women especially. The teacher must know,—then she must know that she knows,—then she must be able to make others know that

she knows,—then she must be able to govern, mildly but firmly, those who know less than she knows herself. A part of this training may be had in the Normal Schools. We have nowhere seen such eagerness in the pursuit of knowledge as among the members of these schools. This is true of all of them. But it is more marked and striking in the young ladies. They seem to have by nature a more earnest desire to learn than the other sex. Fewer subjects, aside from this, pre-occupy their minds. They are more susceptible to the delights of knowledge, and are more easily moved to enthusiasm. Those who have flattered themselves that the masculine mind is more capable of mastering logic and the exact sciences, will find their assumptions of superiority in this respect wonderfully weakened, by listening to the performances of classes of ladies in the Normal Schools upon these subjects. We do not undertake to say how it may be in the very loftiest regions of science, to which only here and there a man is capable of ascending. But within the scope of the studies in our higher institutions for education, we have no hesitation in saying that the feminine intellect is fully equal at least to the masculine.

In the difficult art of school government, not much practical experience can be had, until the pupil becomes the teacher. The subject may be considered theoretically, and certain principles established; but it is the application of these principles in the actual management of a school, which can alone give the power to govern, except so far as the pupil has the power as a gift of nature. But the future teacher will be prepared *to make the most of experience*, when the time of experience comes; and this, after all, is the benefit of preliminary training in every thing.

The subjects taught in the Normal School at Framingham are, the analysis of sounds, reading, writing, spelling, punctuation, grammar, critical analysis of some of the English poets, arithmetic, algebra, geometry, geography, physical and political, with map-drawing, physiology, botany, zoölogy, natural philosophy, astronomy, history, history and structure of the English language, composition, rhetoric, mental and moral philosophy, school laws, theory and art of teaching, Constitution of the United States, English literature, Latin, vocal music and drawing.

And an advanced class has usually been found to continue the highest of these studies, including logic, the higher mathematics, the Latin, French, and German languages.

It must be obvious at a glance that many of the subjects included in this list ought to be thoroughly mastered before the pupil enters the Normal School ; but experience has shown that it is unsafe to assume that as a fact, and to neglect them in the training of the Normal School. Again it is obvious that the number of higher subjects is too great to be extensively studied within the short period of a year and a half ; and a question may well arise here whether it would not be better to strike out a part of them, and leave them for the mature pursuits of after years. Physiology, for example, cannot be taught in a school. Some of the most vital and important details of the science cannot be even alluded to before a class of ladies,—can only be taught by the lecturer in the medical school. The committee would not underrate the importance of that science which shows us that we are “ fearfully and wonderfully made ;” but they question whether there is not danger that the fear and the wonder will be made trivial by the daily recitation ; and they would suggest whether a short course of lectures on the laws of health, with so much of physiology only as may be necessary to illustrate that, could not be substituted with advantage for the recitations from a physiological text-book, with a manikin or diagram suspended in front of the class which some in every class cannot look upon with composure. On the other hand the study of the mother tongue, and of the principal authors who have adorned its literature, cannot be too largely extended. The same may be said of logic and the higher mathematics. The committee have often been struck with admiration at the amount of acquirement crowded by the zealous pupils of our Normal Schools, and by none more than by those of the Framingham Normal School, into the short space over which their course extends. They could wish that the time were doubled, and that every one of these eager intellects might have the amplest opportunity of slaking her thirst for knowledge. The secret of such surprising results as we have witnessed, lies in the system universally carried out. Nothing is allowed to be passed over without being thoroughly understood. *The pupil knows, knows that she knows, and makes others know that she knows.* Many of the exercises in teaching are masterly expositions of the subjects selected, which would do no discredit to the lecture rooms of a university. These exercises cannot be too highly commended, or too often repeated.

The Visitors regret to say that the library is still deficient in some of the most common and indispensable books of reference, and this leads us to point out some of the circumstances from which this school has suffered. Framingham is one of the pleasantest of our New England towns, but the position of the school is very inconvenient of access. Nothing will tempt the curious visitor to enter its portals except a resolute purpose to accomplish a somewhat difficult object. If he start from Boston he must take the early train, and at the station in Framingham he is subjected to the delay and expense of a private conveyance for a couple of miles; and the same inconvenience attends his return. From any of the neighboring towns the problem of getting to Framingham and back again is one not easy to be solved, unless the visitor be one of those rare persons who keep their own carriages. This circumstance not only interferes with the public interest which so excellent a State institution ought to inspire, but lessens the number of pupils who would otherwise seek the high advantages of its instruction and discipline. In the next place the selection of the top of a hill for the site of a school-house was ill-advised. In the summer, to be sure, nothing can exceed the variety and charm of the landscape visible from its piazzas; and this is no small advantage; but it must be remembered that to ascend such an eminence in a hot summer day, is a task before which stout or elderly gentlemen will be likely to pause; and such an obstacle interferes seriously with the interest which our public institutions ought to inspire in all classes of our citizens. The only other advantage the Visitors have ever noticed in the situation is that it suggests the intellectual difficulties of climbing the hill of science, and affords a comparison or illustration easily understood by the pupils. In winter the case is still worse for visitors, teachers, and pupils. The road is steep and slippery, whenever the ground is covered with snow, and the violent winds and freezing cold which have to be encountered are any thing but a favorable preparation for the work of the day. Moreover the building itself was either very unfaithfully or very unskilfully constructed. Some of the joists and beams in the attic are split and wrenched from their places; the lathing was nailed without leaving interspaces broad enough for the plastering to secure a hold in them. The consequence has been that large portions of it have fallen, sometimes under circumstances of peculiar danger to the occupants of the rooms; and at this moment

nearly all the ceilings of the building, both lathing and plastering, should be taken down and made over again. A serious difficulty, growing out of this state of things, is the impossibility of heating the building in all the parts of it which it is desirable to use during a considerable portion of the winter. The care of the building is made more expensive by its distance from the village, and by the necessity of starting the fires soon after midnight; and the cost of the fuel is considerably enhanced by the same state of things, while the committee have learned by personal experience that it is sometimes impossible to keep themselves comfortable in any part of the building without the protection of overcoats.

The Visitors do not undertake to suggest remedies for these evils. They mention them as a matter of justice to the school. If the building had been placed in the valley, near the village, and within a convenient distance of the railway, all these inconveniences would have been avoided. The house could have been warmed at a smaller expenditure for fuel, and without employing a man night and day to attend to it. It would have been accessible to visitors, without such a serious tax upon their time and strength as they must now pay.

C. C. FELTON,
D. H. MASON,
Visitors.

Report of the Visitors of the State Normal School at Westfield.

The Visitors of the School at Westfield are gratified in being able to report satisfactory progress, during the past year. The results attained from the enlarged experience and unremitted zeal and industry of the teachers, confirm our past conviction that this school is performing excellent service for the Commonwealth.

The total number of pupils in attendance is greater by one than during any former year. The new members compare favorably in mental culture and correct views of the teacher's vocation, with any who have preceded them. Two classes have been graduated during the year, of which all the members, with one exception, have been connected with the school two years, and nearly half have attended five terms, or two terms more than

is required for graduation by the regulations of the State Normal Schools. Both classes furnished abundant evidence of a large amount of excellent teaching talent.

The fact that the demand for teachers, who have completed the course of study, is far greater than the school is able to supply, is satisfactory evidence that their services are appreciated; and the very general success which attends their efforts in teaching proves that their preparation for their work is thorough.

The recent enlargement of the school edifice has already proved the wisdom of making the expenditure required for that purpose. Indeed, we can hardly conceive, now, how the school could be conducted with any satisfactory results, with the inconvenient, contracted arrangement of the building before the change was made.

Some changes have occurred in the corps of teachers. At the close of the winter session, Miss Chamberlain resigned. She has been connected with the school three years. Her services have been exceedingly valuable, and it was a cause of sincere regret that she deemed it necessary to withdraw. Miss Helen M. Ray, a graduate of the school, had been employed as a teacher during the last summer term, but during the following vacation her health failed, and she has been obliged to abandon teaching. Her marked success in teaching elsewhere, after completing her course of study, led to her appointment as an assistant in the Normal School.

A most sad event in the history of the school occurred in the month of October last. Mr. Philo M. Slocum, educated in the institution, and an assistant teacher during the two years past, left the school at the close of the summer session, apparently in his usual health. He retired to the hills in Vermont to recruit his strength in preparation for the coming term. While there he was prostrated with a fever, which terminated his life after an illness of a few weeks. His services were of a peculiar character, but exceedingly valuable to those whom he instructed. He was remarkable for the clearness with which he illustrated every point, and for his skill in imparting to his pupils the ability to accomplish the same thing. His faculty for illustrative drawing was so highly appreciated by the Secretary of the Board of Education, that Mr. Slocum was employed as an instructor in the Teachers' Institutes, during the last year, and was under an engagement for this purpose at the time of his decease. He took an active and

earnest interest in every thing pertaining to Natural History. At the close of the last summer term he made a tour into northern Vermont, to secure some deer, for the purpose of making additions to the collection in Natural History. One morning in August in company with some friends he started across Lake Champlain. At the close of the day he returned, alone, greatly fatigued and sick. He did not leave his room after that time. A touching and characteristic incident occurred just before his death, indicating the entire absorption of his mind in his chosen vocation. It was his custom to give teaching exercises and lectures on Geography, Physiology, and Natural History. In his last hours, while his mind was in a delirious condition, entirely unconscious, he went through these exercises to imaginary classes, with all the clearness and accuracy customary in his usual state of health. He was a noble man and an excellent teacher. In his death the school has suffered a loss which cannot be easily repaired.

The labor of the Principal has been materially increased by the loss of these teachers, but we were fortunate in being able to secure the services of Mrs. Dickinson, formerly a teacher in the school; also of Mr. Scott, a graduate of the institution, who has had much experience, and sustains an excellent reputation as a teacher. By their efficient aid the evils apprehended from these unexpected changes have been essentially mitigated.

The teachers at the present time are, J. W. Dickinson, Principal, J. C. Greenough, J. G. Scott, Mrs. Dickinson, Miss E. Parsons, and two assistant pupils, Mr. Huntress and Miss Mitchell. Mr. L. V. Barnard instructs in vocal music.

To the entire harmony of feeling and unity of action existing between the principal and assistants, together with the great enthusiasm and untiring industry of each and all, may be attributed, chiefly, the eminent success of the institution. Their spirit is infused into every mind under their instruction.

A course of lectures on Mental Philosophy was commenced last summer, to be completed the present term, by Rev. B. G. Northrop. During the winter session Rev. John L. Russell of Salem, delivered a course of six lectures on Botany and its relations to other sciences and to mental training. Considerable interest has been excited in this and several departments of Natural History. During the summer, the school was divided into three sections for the purpose of giving exercises in Natural History. The first

made collections and presented teaching exercises in Mineralogy; the second took the department of Reptiles; the third, that of Insects. Already they have made quite valuable collections of minerals; also, a small but valuable collection of specimens in Zoölogy. Among the donors to these collections are Mr. J. C. Greenough, P. M. Slocum, and S. T. Alexander of the Sandwich Islands. Mr. Alexander presented *ninety cases* of shells, containing a most complete collection of one genus. The following individuals have likewise made contributions: Messrs. J. W. Dickinson, J. Bradley, S. N. Rogers, Stocking, Ingam, King, Gott, and others, whose names appear on the specimens.

Less has been done to increase the library than in previous years, because so much effort has been expended in the new enterprise of creating the department of Natural History. At present the Student's Library comprises some seven hundred volumes. The Library of text-books numbers about twenty-five hundred volumes. The Senior Class Library, consisting of books selected especially for the class in Theory and Art of Teaching, has two hundred volumes. The Reference Library contains five hundred volumes of Encyclopædias and standard reference books.

Among other valuable donations, we desire to mention, very gratefully, the gift, by Mr. Boyden, Principal of the Bridgewater School, of an entire set of "Rees' Encyclopædia," numbering *ninety volumes*. Mr. Boyden has placed us under very great obligations, and he has our most hearty thanks for this valuable donation.

James C. Sharp, Esq., of Boston, delivered a course of twelve lectures on Chemistry, which were very clearly illustrated by numerous familiar experiments. His very practical methods of presenting the principles of the science, and their application to the common affairs of life, rendered his instructions highly important, and it is desirable that his services be continued until the institution shall be better supplied with chemical apparatus.

The whole number of pupils admitted during							
the year is	.	.	.	.	.	.	92
Young women,	.	.	.	.	.	.	72
Young men,	.	.	.	.	.	.	20

Admitted fall and winter term,	.	.	.	48
Young women,	.	.	.	40
Young men,	.	.	.	8
Admitted spring and summer term,	.	.		44
Young women,	.	.	.	32
Young men,	.	.	.	12
Number who taught before entering,	.	.		37
Young women,	.	.	.	28
Young men,	.	.	.	9
Number in attendance, fall and winter term,				142
Young women,	.	.	.	109
Young men,	.	.	.	33
Number in attendance, spring and summer term,				141
Young women,	.	.	.	105
Young men,	.	.	.	36
Number in attendance during the year,	.	.		193
Young women,	.	.	.	145
Young men,	.	.	.	48
Number of graduates during the year,	.	.		36
Young women,	.	.	.	25
Young men,	.	.	.	11
Average age of those admitted,	.	18 yrs.	10 mos.	
Young women,	.	18 yrs.	1 mo.	
Young men,	.	20 yrs.	6 mos.	
Of those in attendance,				
Hampden County furnished	.	.	.	80
Worcester " "	.	.	.	37
Berkshire " "	.	.	.	18
Hampshire " "	.	.	.	16
Franklin " "	.	.	.	13
Middlesex " "	.	.	.	4
Bristol " "	.	.	.	3
Essex " "	.	.	.	2
Norfolk " "	.	.	.	1

Maine,	6
New Hampshire,	3
Vermont,	3
Connecticut,	3
Michigan,	1

Occupation of parents: farmers, 122; mechanics, 42; merchants, 15; physicians, 3; manufacturers, 2; missionaries, 3; peddlers, 2; miller, 1; agents, 5; clergyman, 1; postmaster, 1; railroad superintendent, 1; stone cutter, 1; warden, United States penitentiary, 1; bookkeeper, 1; moulder, 1.

There is a perceptible improvement in the preparation of candidates who present themselves for admission; yet it is apparent that many come with very inadequate ideas of the qualifications needful for a successful course of study in the Normal School. A thorough review of the studies pursued in the Common Schools by each individual, before appearing as a candidate for examination, would facilitate the labor of both teachers and pupils, and render future success more certain. Greater care should be exercised in determining whether it is expedient to enter upon a Normal course of study. The individual who proposes to become a member of the Normal School should not be moved to it by the mere novelty of the thing. No person should decide to engage in the business of teaching who has neglected to consider the responsibility attending it, and the peculiar qualifications needful for the successful performance of the duties of the office. Good scholarship alone is not enough. The heart of the individual should naturally incline to the vocation, because there is something delightful in the very act of communicating knowledge. One should know that he possesses a genial manner and temper, as well as correct habits, and literary attainments; and if he is unable to judge for himself in respect to these, let him take counsel of those who are competent to advise. A large proportion of the failures of teachers to govern or instruct their schools successfully, comes from a want of sympathy with, and love for the work. They are persons who have assumed the office of teacher from some unworthy motive.

The effect is sufficiently baleful when incompetent individuals enter the office of teacher even *temporarily*; but the evil is,

greatly aggravated when those who have neither taste, genius, nor heart for the work, pass through a course of instruction at the expense of the State, and enter upon the duties of the teacher, only to make a miserable failure, because the essential elements are wanting at the outset.

It would contribute essentially to elevate the character and increase the usefulness of the Normal Schools, if a more definite course of preparation could be presented and required of candidates for admission.

Upon a review of the past, we are confident that this school is steadily performing a very excellent work for the State; and a liberal provision to increase its efficiency would be true economy.

For the Visitors.

A. PARISH.

Report of the Visitors of the Normal School at Bridgewater.

The legislature of last year, by an Act approved April 1, 1861, appropriated "for the enlargement and repairs of the Bridgewater Normal School building, a sum not exceeding four thousand five hundred dollars."

The passage of the Act showed an appreciation of the merits and demands of this school, which during the twenty-one years of its history has enjoyed a steady prosperity, and has educated 1,286 pupils, nearly all of whom on leaving the school entered the ranks of teachers. The Visitors of the School, together with the Secretary of the Board, were appointed a Building Committee, who have endeavored to accomplish as much as possible with the sum appropriated. The building originally was a plain structure, 63 feet long by 41 feet wide and two stories high. To this have been added two wings, each 38 feet long and 24 feet wide, projecting respectively from the centre of the sides of the main building, and of the same height with the main building. The whole makes a structure so symmetrical that, though plain and unornamented, it is doubtful whether any more convenient plan for a Normal School building could be devised. Upon the lower floor are four convenient recitation rooms, two rooms that are used for philosophical and chemical apparatus, one room for

mineralogical and geological specimens, and two ante-rooms for the pupils. In the second story the whole of the original structure is devoted to a common school-room, which is a little more than 62 feet long and 40 feet wide, while opening from it in one wing is a spacious recitation room with an adjoining apartment that may be used for apparatus; and in the other wing a large library room, and a teachers' room.

It has been deemed desirable that the warming and ventilation of the house should be as nearly perfect as possible. The ventilation is satisfactory, and the old furnaces being nearly useless, new ones have been set which warm the entire building. A forcing pump has been placed in the well in the cellar, with pipes and tanks to supply closets and sinks. The building is of wood, the foundation of stone, and it is believed that all of the work is good and satisfactory. It has been done under the special supervision of Mr. Boyden, the Principal of the School, whose interest in the enterprise has led him, without compensation, to devote the entire summer vacation of the school to this work. Notwithstanding this enlargement, the total amount expended by the State for the grounds and building at Bridgewater is less than the sum expended at either of the other Normal Schools in the State. Messrs. Eaton & Durfee, of New Bedford, were employed as architects; and Mr. Samuel L. Ryder, of West Bridgewater, the builder, deserves credit for completing the work according to contract in the limited time of the summer vacation.

The building is scantily furnished. Even before it was enlarged it was greatly deficient in this respect, a deficiency which is both more conspicuous and inconvenient now. For many years it has received no addition to its furniture except the substitution of a good piano for one nearly worn out. None of the recitation rooms have tables for the teachers, one of them has chairs of three different sizes and patterns, remnants of former complete sets, and one of the rooms is entirely destitute of furniture. Much of the furniture has actually been repaired by the Principal. It is a necessity that an appropriation should be made for furniture for this school. A plan of the building, as now enlarged, is given in the Report of the Board of Education.

The library of the school is well adapted to the demands of the pupils. During the last year there have been added to it 132 volumes of text-books, and 342 volumes for general reference;

total 472 volumes. Of these only 96 volumes were purchased. Thanks are due to Hon. James Arnold, of New Bedford, for a donation of 329 volumes, including with other valuable books, a full set, down to the present year, of Silliman's Journal of Science, 79 volumes, and of Rees' Encyclopædia, 47 volumes, all substantially bound in leather. Thanks are due also to Professor Alpheus Crosby, of Salem; Miss Maria H. Blanding, of Wrentham; Hickling, Swan & Brewer, of Boston; and Hon. Joseph White, Secretary of the Board of Education, for donations to the library.

The general working of the school has not been interrupted by the enlargement of the building. The teachers have been the same as at our last report: Albert G. Boyden, A. M., Principal; Eliza B. Woodward, Preceptress; James A. Schneider, A. B., and Charles F. Dexter. O. B. Brown, of Boston, has given instruction regularly in vocal music. During the summer term, Rev. B. G. Northrop, Agent of the Board of Education, gave a course of fourteen lectures on Mental Philosophy; and in the winter term, James C. Sharp, Esq., gave a course of twelve lectures on Chemistry, and Samuel P. Hine, Esq., of Middleborough, has delivered three lectures on the Art of Drawing.

The number of the pupils in the school during the spring and summer term was: males, 44, females, 39; total, 83. During the autumn and winter term, males, 37, females, 50; total, 87. Number of different pupils in attendance during the year, 132. Of these, 64 have been admitted in the course of the past year, males, 29, females, 35. As follows: March 20th, were admitted, males, 19, females, 14; total, 31. September 18th, were admitted, males, 10, females, 21; total, 31. The average age, when admitted was, of each sex, about $19\frac{1}{2}$ years.

These pupils have come from the following places: Barnstable County, Orleans, 1; Berkshire County, North Adams, 1; Bristol County, 14, as follows: from Acushnet, 4, Berkley, 1, Easton, 2, Mansfield, 1, New Bedford, 4, Dartmouth, 1, Norton, 1; Dukes County, Chilmark, 1; Essex County, Lynn, 1; Middlesex County, 2, from North Reading, 1, Sudbury, 1; Plymouth County, 16, from Bridgewater, 3, East Bridgewater, 2, North Bridgewater, 2, West Bridgewater, 5, Rochester, 3, East Abington, 1; Suffolk County, Boston, 1; Worcester County, 6, from

East Douglas, 1, Sutton, 1, Southborough, 1, Upton, 1, Uxbridge, 2. From other States, as follows: Maine, 8; New Hampshire, 5; Vermont, 1.

The occupation of the parents may be thus stated: farmers, 20; clergymen, 5; lawyers, 3; physicians, 3; merchants, 4; carpenters, 3; shoemakers, 4; sea captains, 2; manufacturers, 2; superintendent of mills, teamster, watchmaker, stone mason, blacksmith, shoe-cutter, depot-master, shoe-manufacturer, each 1; deceased, 7.

In 1861, 33 were graduated having completed the course of study, 14 young men and 19 young women. Twelve of these were graduated February 19th, and twenty-one, July 23d. The whole number of graduates is now 834.

The character of the instruction and training at this school has always been systematic and thorough, and we believe it has been fully maintained during the past year. Extraordinary attention has also been paid to physical exercise. Messrs. Schneider and Dexter have thoroughly familiarized themselves with many of the exercises introduced by Dr. Dio Lewis, of Boston, and systematically trained all the pupils in them, as a daily exercise. It has broken agreeably the monotony of long study, and it is believed, greatly contributed to the preservation of good health and strength. It has also qualified the pupils to give instruction in such exercises hereafter.

The demand for teachers from the graduates of this school continues to be great. More calls for male teachers were made this winter than there were graduates to supply them. It may with safety be pronounced that the history of this school for twenty-one years has demonstrated the necessity for Normal Schools, as an essential part of the educational institutions of the State.

E. O. HAVEN.

GEORGE S. BOUTWELL.

State Normal School at Salem.

The Visitors report that this School, under the guidance of the zealous and devoted Principal, and his able corps of assistant teachers, maintains its usual high position. It is gradually assuming the true character of a Normal School, which is highly desirable, attention being directed to those studies that are purely professional, and which are here treated in a manner best calculated to train the mind for the office of a teacher.

The statistics of the school for the year are :—

1. Whole number of pupils since the opening of the school,
September 13, 1854, 604
2. Class admitted February 27, 1861, 40
Average age when admitted, $19\frac{1}{4}$ years.
Class admitted September 4, 1861, 24
Average age when admitted, $18\frac{5}{12}$ years.

3. Of the pupils admitted in 1861, Lynn has sent 6 ; Danvers and Nantucket, 5 each ; Chelsea, Lawrence and Salem, 3 each ; Charlestown, Lowell, Marblehead, Middleton, Newburyport, Waltham, and Wilmington, 2 each ; Acton, Andover, Beverly, Boston, Concord, Dracut, Gloucester, Haverhill, Ipswich, Leominster, Lynnfield, Northboro', Plymouth, Saugus, Springfield, Swampscott, Waltham, Westford, and Weston, 1 each ; Bangor and Newport, Me., Exeter and Portsmouth, N. H., Coventry, R. I., and Brompton, C. E., 1 each.

4. The occupations of their fathers have been stated as follows : farmers, 15 ; manufacturers or mechanics, 7 ; carpenters, 6 ; merchants, 5 ; grocers, 3 ; physicians, 3 ; bakers, 2 ; clergymen, 2 ; machinists, 2 ; mariners, 2 ; tailors, 2 ; accountant, army officer, baggage master, cashier, cooper, druggist, furniture dealer, gardener, keeper of light-house, land agent, lawyer, sea captain, tanner, teacher, wool-sorter, 1 of each occupation.

5. Of the class admitted in February, 16 had previously taught school ; and of the class admitted in September, 5 ; total, 21.

6. Class graduated January 31, 1861,*	. . . . .	23
" " July 25, "	. . . . .	26
Whole number graduated in 1861,	. . . . .	49

7. Whole number of graduates of the school, (12 classes), 267

8. In January, 1861, twenty-seven pupils received State aid; and in July, 1861, thirty. Number of different pupils who have received aid during the year, forty-five.

9. Number of pupils in attendance the present term: Advanced Class, 12; Senior Class, 30; Middle Class, 39; Junior Class, 27; total, 108. Number during the preceding term, 130. Number of different pupils during these two terms, 161.

10. Of the Instructors in the School at the time of our last report, the following continue in service: Alpheus Crosby, Martha K. Crosby, Sarah R. Smith, Ellen M. Dodge, Mary E. Webb, Anna M. Brown, Caroline J. Cole, and Elizabeth Carleton. The vacancies caused in the course of the year by the lamented illness of Miss Bray, and resignations of Misses Plumer, and Lucy Kingman, have been supplied by the appointment and valuable services of the following instructors: Mary B. Smith, Josephine A. Ellery, and Clara M. Loring, teacher of music.

11. To the regular course of instruction, have been added valuable and interesting lectures. Courses have been delivered, during the year, by Frederick Winsor, M. D., now of Rainsford Island, on Physiology, and Hygiene; Leander Wetherell, Esq., of Boston, on Natural Science; Prof. Sanborn Tenney, of Auburndale, on Mineralogy and Geology; Rev. B. G. Northrop, of Saxonville, on Intellectual Philosophy, in its relations to the work of teaching; and Frances S. Cooke, M. D., of Boston, on Anatomy, Physiology, and Health. Single lectures have been delivered by Rev. Dr. Hamlin, Rev. Mr. Torrey, Messrs. F. W. Putnam, and G. S. Houghton, and others.

12. For donations during the two last terms, the school is under obligation:—

* A Second Degree was also conferred upon three pupils, who had completed an advanced course of study.

For donations to the Library,—to Hon. A. Huntington, E. A. Silsbee, Esq., and the Essex Institute, (from the bounty of the lamented Judge White,) of Salem, Hon. J. D. Philbrick, L. Wetherell, Esq., and Messrs. Crosby, Nichols, Lee & Co., R. S. Davis & Co., J. Munroe & Co., E. S. Ritchie, J. L. Shorey, and Swan, Brewer & Tileston, of Boston; W. P. Atkinson, Esq., of Cambridge; J. Batchelder, Esq., of Lynn; Rev. A. H. Quint, of Roxbury; Prof. J. W. Gibbs, of New Haven, whose recent death has removed so bright a light from the firmament of philological learning; N. A. Calkins, Esq., Prof. Marcius Wilson, and Messrs. D. Appleton & Co., A. S. Barnes and Burr, Harper & Brothers, Ivison, Phinney & Co., Mason Brothers, and Pratt, Oakley & Co., of New York; Miss A. C. Webb, and Messrs. E. H. Butler & Co., and J. B. Lippincott & Co., of Philadelphia; Miss Mary E. Godden, of Louisville, Miss.; Hon. P. J. O. Chauveau, of Montreal; Rev. Egerton Ryerson, D. D., of Toronto; the Superintendent of Public Instruction in Nova Scotia; the Secretaries of State, Education, and Agriculture, in our own Commonwealth, and many school committees and other friends.

For donations to the Cabinet of Natural History,—to Gen. G. H. Devereux, Charles Ward, Esq., Rev. J. L. Russell, Mrs. N. Cole, Mrs. E. G. Symonds, Miss E. N. Carpenter, and Messrs. J. Batchelder, C. Beadle, N. Berry, J. S. Jones, H. F. King, F. W. Putnam, and F. R. Webb, of Salem; Rev. S. Barden of Marblehead; Professors S. Tenney, of Auburndale, W. Russell of Lancaster, and T. R. Crosby, of Hanover, N. H.; Messrs. W. Thompson, of Swampscott, L. Wetherell, of Boston, J. Kingman, of Bridgewater, and S. Q. Felt, of Singapore, India; and several past or present teachers or members of the school.

For the valuable gift of a Magic Lantern, and an excellent portrait of Horace Mann,—to the two Graduating Classes of 1861.

In respect to other donations, an extract from the Semi-Annual Report of the Principal—presented last July—is inserted:—

“This term has been marked by signal instances of liberality to the school. I have mentioned in previous reports the bounty of one of nature’s noblemen, who wished his name to be concealed, but who, wholly unsolicited, sent to me from time to time sums of money for the aid of that large class of our pupils who have more of intellectual and moral than of material wealth. I sorrow deeply now to say that the hand Death, preceded, alas! by great and protracted suffering, has unsealed my lips. The donor bore

the name, so especially honored here, of BOWDITCH; and in this community, if anywhere, there is certainly no need that I should say a word in praise of NATHANIEL INGERSOLL BOWDITCH; of whom, indeed, another has said that 'he distributed his income in a thousand nameless rills of beneficence for the relief of suffering humanity;' and that 'to go into his sick chamber was like going into a chapel; such dewes fell upon the heart there as fall upon the lillies of Heaven.' In the course of two years he sent to me for the assistance of our pupils no less than twelve hundred dollars; and so well assured was he of the worthiness of the object, that he bequeathed to the Principal of the school for the time being, in trust, five thousand dollars as a fund, the annual income of which should be distributed among those pupils who should most need and merit this assistance. It is well known, that those who devote themselves to the work of teaching are not commonly among 'the rich of this world,' and that, from the unjust inequality of compensation, young men can do far more for their own support during a course of study, and feel any burden of debt incurred in the course vastly less, than young women, while their expenses are not materially greater. While, therefore, our institutions for the education of young men so abound in scholarships and other means of pecuniary assistance, there is certainly no less reason, but rather greater, for a similar provision in our institutions for the education of young women, especially of those who propose to become the educators of others.

The interest felt in the cause of Normal Education by Thomas Lee, Esq., of Boston,—himself also a son of our own county, from the neighboring town of Beverly, which has sent us so many pupils,—has expressed itself in a different way. He generously offers seventy-five dollars a year, to be distributed in our school in prizes for the promotion of that art, so much neglected, yet so eminent among the fine arts, the art of good reading. Prizes have been often so distributed as to disparage their use; but there can be, I think, no doubt that, wisely managed, and with a due regard to other motives, they constitute a very efficient instrumentality for the promotion of high attainment, and may be applied to other branches of learning with no less propriety than to reading. In this connection, will our friends and the friends of education pardon a suggestion which may appear in some respects not to be made at the most appropriate time? It seems unquestionable that great and wide spread benefit might be rendered to the cause of education, if we had the means of offering scholarships or premiums to those who should enter the school best prepared for admission. There is nothing that still embarrasses the Normal School more than the necessity of performing work appropriate to other schools, and which with suitable inducements might be secured in other schools."

The fund of five thousand dollars, above mentioned, has been already received, and, it is believed, well invested.

13. Additions to the Library during the two last terms : textbooks, 129 ; volumes for general reference and reading, 387 ; total, 516.

14. During the last vacation, additional Cabinet Cases were put up, at the cost of \$105.70. A good beginning has already been made towards filling these, through the bounty of one of the first graduates of the school, and of others.

15. The appropriations requested in the Reports of the Visitors for 1859 and 1860, are still greatly needed ; and, from the manner in which the Normal Schools are supported, can, it is hoped, be made, even at the present time, without any diversion from the cause of patriotism.

Respectfully submitted.

HENRY WHEATLAND.

JOHN P. MARSHALL.

BOARD OF EDUCATION.

ON ACCOUNT OF THE APPROPRIATION FOR ARREARAGES IN EXPENSES OF NORMAL SCHOOLS.

	1861.		By balance on hand from last year's account, cash received from State Treasurer, . . .	
	Jan. March	14.		
1861, January 21, " January 23, " March 14,	To cash paid J. C. Sharp for two courses of lectures on chemistry, . A. Parish for Westfield State Normal School, \$104 24 " " " " 1,155 76	\$140 40 1,260 00		\$244 64 4,400 00
" Feb. 1 and 9, " March 14,	Insurance on Framingham School-house, . \$61 94 Expenses of Normal School, . . . 833 81	895 75 1,058 18		
" March 30, " Dec. 24,	H. Wheatland for expenses of Salem Normal School, . A. G. Boyden expenses of Bridgewater N. Sch., \$1,144 78 " " " " 118 31 " " " " 27 22	1,290 31		\$4,644 64

ON ACCOUNT OF APPROPRIATION FOR STATE NORMAL SCHOOLS.

	1861.		By cash received from State Treasurer, \$3,625 00 " " " " 3,625 00 " " " " 3,625 00 " " " " 1,000 00 " " " " 2,625 00	Amount transferred from the Appropriation for Framingham School-house, . . . 5 49 Amount from Todd Fund, . . . 99 96
	April 10, June 6, Oct. 9, Nov. 29, Dec. 23,			
1861, 1862.	To cash paid for A. G. Boyden's salary, . . . \$1,500 00 his Assistants' salaries, . . . 1,700 00 Expenses of the school, . . . 527 22 Total expenses of Bridgewater School, \$3,727 22			
	A. Crosby's salary, . . . \$1,500 00 his Assistants' salaries, . . . 1,400 00 Expenses of the school, . . . 800 00 Total expense of Salem School, . . . 3,700 00			
	G. N. Bigelow's salary, . . . \$1,500 00 his Assistants' salaries, . . . 1,170 65 Expenses of the school, . . . 593 90 Total expense of Framingham School, . . . 3,264 55			
	J. W. Dickinson's salary, . . . \$1,500 00 his Assistants' salaries, . . . 2,037 50 Expenses of the school, . . . 237 50 Total expense of Westfield School, . . . 3,775 00			
	drawing, engraving and printing Diplomas for all the schools, . . . \$94 68 Massachusetts Teacher for advertising for all the schools, . . . 44 00	138 68		
		\$14,605 45		\$14,605 45

TREASURER'S REPORT.

43

ON ACCOUNT OF APPROPRIATION FOR AID TO PUPILS IN THE NORMAL SCHOOLS.

		1861.			
		Jan., April July	10, 8,		
1861, Feb.	To cash paid for pupils at Bridgewater,		\$500 00		\$124 57
" April	Westfield,		503 75		2,000 00
" April	Framingham,		506 00		2,000 00
" April	Salem,		500 00		
" July				\$2,009 75	
	Westfield,		500 00		
	Salem,		500 00		
	Framingham,		500 00		
" July	Bridgewater,		226 00		
" Nov.	"		34 00		
	balance left on hand,		1,760 00		
			354 82		
			\$4,124 57		\$4,124 57

ON ACCOUNT OF APPROPRIATION FOR ADDITIONS TO STATE NORMAL SCHOOL-HOUSE AT BRIDGEWATER.

		1861.			
		Aug. Sept.	14, 28,		
1861, Aug. to Nov.,	To cash paid Samuel L. Ryder, Contractor,		\$2,278 00		\$2,000 00
	M. Swift, for stone work,		184 82		2,500 00
	Eaton & Durfee, Architects,		68 50		
" Aug.	Mitchell, for bases and underpinning,		104 88		
" Oct.	C. Carpenter & Co., for furnaces,		434 00		
	Lockwood, Lumb & Co., for plumbing,		336 57		
	E. S. Loring, for mason work,		49 70		
	Sundry expenses,		43 52		
			\$4,500 00		\$4,500 00

ON ACCOUNT OF THE TODD FUND.

		1860.			
		Dec. Jan.	26, 23,		
1861.	To cash paid A. Parish, for instruction in music at Westfield,		\$150 00		\$104 48
"	H. Wheatland, " " Salem,		150 00		
1862.	A. G. Royden, " " Bridgewater,		150 00		600 00
	G. N. Bigelow, " " Framingham,		150 00		
	amount transferred to account of Normal Schools,		99 96		
	balance left on hand,		4 52		
			\$704 48		\$704 48

ON ACCOUNT OF APPROPRIATION FOR THE NORMAL SCHOOL-HOUSE AT FRAMINGHAM.

1852, January,	To cash paid for repairs,	\$5 49	1851.	By balance from last year's account,	\$5 49
----------------	---------------------------	-----------	--------	-------	--------------------------------------	-----------	--------

ON ACCOUNT OF THOMAS LEE'S GIFT FOR PRIZES FOR EXCELLENCE IN READING.

1851, November,	To cash paid for books, &c., for prizes at the Salem Normal School,	1851. July 23,	\$45 00 254 00	By cash received from T. Lee, Esq.,	. . . . .	\$200 00
	balance on hand,		<u>\$300 00</u>			<u>\$300 00</u>

6

Dr. RECAPITULATION. Cr.

To balance in the Treasurer's hands,	. . . . .	\$913 34	By balance on account of Todd Fund,	. . . . .	\$4 52
			State Aid,	. . . . .	254 82
			State Scholars,	. . . . .	369 00
			T. Lee's Fund,	. . . . .	254 00
		<u>\$913 34</u>			<u>\$913 34</u>

E. E.

GEO. B. EMERSON, Treasurer.

Boston, January 13, 1852.—We have examined the Treasurer's accounts, and we find them correctly cast and accompanied with satisfactory vouchers.
A. PARISH.
HENRY WHEATLAND.



TWENTY-FIFTH ANNUAL REPORT

OF THE

SECRETARY

OF THE

BOARD OF EDUCATION.

SECRETARY'S REPORT.

To the Board of Education :

GENTLEMEN,—It becomes my duty to lay before you the Twenty-Fifth Annual Report from this Department. Having been recently called to this post, heretofore occupied by gentlemen of varied abilities of the highest order, who have conducted the affairs entrusted to them with signal success, I could not accept the position with other than a feeling of unfeigned distrust of my own ability so to discharge its responsible duties as to meet your acceptance or that of the public.

Coming to this work from the sphere of active business, a considerable portion of my brief term of office has been employed in acquiring such a familiarity with the details of our system of Public Instruction as should ensure a more intelligent and efficient labor in the future. It is perhaps needless to remark that such an examination has inspired a more profound conviction of the priceless value of the system, and a deeper gratitude to that Being who put it into the hearts of our fathers to lay its foundations in the poverty and daily hardships of pioneer life, and gave wisdom to their successors to build on those foundations the superstructure which commands our admiration.

I now proceed to give a brief statement of the operation during the past year of those agencies which are under the control of the Board, and some account of the origin and progress of those, whose history has not been given in previous Reports.

STATE SCHOOL FUND.

The School Fund was established by Act of the legislature, in 1834, for the aid and encouragement of the Public Schools. The first payment made directly to the cities and towns was in 1836, amounting to \$16,176.02. In 1838 no payment was made on account of a change in the time for making the annual school

returns from November, 1838, to April, 1839, when a payment of income for a year and a half was made, amounting to \$35,806.03. The aggregate received by the several cities and towns to 1860 inclusive, is \$807,618.90.

The origin and history of the School Fund, and the reasons for its further increase, are fully and ably set forth in the Twenty-Third Report of the Secretary of the Board.

On the first instant the amount of the fund on the Treasurer's books, with the interest which will have accrued thereon on the first day of June next, are as follows:—

\$675,000 00	Annual interest at 5 per cent.,	.	\$33,750 00
430,062 00	“ “ 6 “	.	25,803 74
376,500 00	Shares in W. R. R., 8 per cent.,	.	30,120 00
51,641 00	10 months' interest, at 6 “	.	2,582 05
19,000 00	Annual interest at $5\frac{1}{2}$ “	.	1,045 00
36,060 00	No income.		
<hr/>			
\$1,588,623 00	Total income,	.	\$93,300 79

The above sum of \$36,060 is in certain mortgage notes taken for lands sold in Maine, on which no interest is paid. By an agreement these notes may be cancelled in December next by the payment of \$12,500, leaving the balance of \$23,560 to be deducted from the School Fund.

On the first of August last, the sum of \$51,641 was carried to the credit of the fund from the proceeds of the sales of lands in the Back Bay, made in December, 1860.

This is the first and only payment made from this source to the School Fund, in pursuance of chapter 154, section 2, Acts of 1859.

The third section of the Act pledges the entire net proceeds of such sales to this fund, after the payment of certain other sums named in said Act. This legislation was in accordance with the public expectation, and gave universal satisfaction. It was a noble tribute, worthy of an intelligent and patriotic people, to the cause of public instruction.

No sales of land were effected during the past year. The legislature, however, (vide chapter 183, Acts of 1861,) set apart a square of land in the Back Bay, being the second square westwardly from the Public Garden, between Newbury and Boylston

Streets, and containing 122,752 square feet, to the use of the "Massachusetts Institute of Technology," and the "Boston Society of Natural History." The grant contains, among others, the following provision :—

That "three disinterested persons," to be appointed by the "Governor, with the advice and consent of the Council," shall appraise the value of the said square of land, and also the value of "the lots fronting on said square, on Boylston, Clarendon and Newbury Streets"—containing 154,964 square feet—"and make a return of said appraisal to the Governor and Council;" "and if, when the" said lots fronting the square "shall have been sold, the proceeds of such sales shall not be equal to the WHOLE AMOUNT of the appraisal above-mentioned, then the societies named in this Act shall pay the amount of such deficit into the treasury of the Commonwealth, for the School Fund, in proportion to the area granted to them respectively." Thus the Act carefully guards the School Fund against diminution, and re-affirms the policy of the legislation of 1859.

DISTRICT SCHOOL LIBRARIES.

The introduction of libraries into school districts was deemed of great importance, and even essential to our school system. It was urged by the earliest members of the Board and by its first Secretary with much earnestness and eloquence; and contemporaneously with the organization of the Board, April, 1837, an Act was passed authorizing an expenditure by each district of thirty dollars to establish a library, and ten dollars annually for its increase. The districts were merely permitted, not required, to raise and appropriate money for this purpose; and the selection of books was to be made by the school committees. Arrangements were made for the preparation and publication, upon private responsibility, of two series of works suitable for such libraries, of fifty volumes each; one series specially adapted to young readers, and the other to advanced scholars and their parents. Although large expectations were entertained of the usefulness and success of the scheme, the people did not readily encourage it. After the lapse of two years it was found that scarcely any of the districts had availed themselves of the authority granted by the Act of 1837 to appropriate money for this object; two years later, it was reported that there were only about ten thousand volumes

in all the district school libraries in the State, while at that time it was estimated that there were more than one hundred towns in which there was not a single town, social, or district school library. As the measure had thus far failed to enlist the interest and coöperation of the districts, the Board, in order to encourage the formation of district school libraries, once and again submitted to the legislature the expediency of furnishing a pecuniary motive, by granting aid to districts from the income of the School Fund. In accordance with this suggestion the legislature, by a resolve of March 3, 1842, granted the sum of \$15 to every district which should raise and appropriate an equal amount for this purpose; and a supplementary resolve of March 7, 1843, extended the previous resolve to every city and town not before divided into school districts. Under this legislative encouragement, and within the year 1842, a fourth part of all the districts availed themselves of the bounty of the State, and instituted libraries containing, according to an estimate, from thirty-five to forty thousand volumes, at an expense to the State of \$11,355. The sum drawn for the second year was \$11,295. The amount annually drawn rapidly diminished till 1850, when the provisions of law authorizing State aid were repealed, after an experiment of nine years. As nothing could be received from the State treasury for making additions to the libraries after having been established, and for a proper management of them, they soon ceased to excite interest, and fell into neglect by the districts. Thus the scheme, after a fair trial and ample encouragement, proved a failure in Massachusetts. The amount paid from the School Fund in aid of it was \$31,260, representing 2,084 libraries; and as the districts paid an equal sum, the aggregate expenditure was \$62,520.

DICTIONARIES FURNISHED BY THE STATE.

By Resolves of 1850, chapter 99, the Secretary of the Board of Education was authorized to furnish each District or Public School, except Primary Schools, a copy of Webster's Unabridged Quarto Dictionary, or of Worcester's Octavo Dictionary, at the option of the school committee of each town, the expense of the same to be paid out of the School Fund. Under the provisions of said Resolves, between August 1st, 1850, and January 1st, 1859, there were furnished to the Public Schools three thousand five hundred and eighty-one copies of Webster's Dictionary and

one hundred and sixteen copies of Worcester's, at a total expense to the Commonwealth of fourteen thousand five hundred and fifty-six dollars, (\$14,556.) The distribution ceased in 1858, no appropriation for the purpose since that time having been made by the legislature, and the provisions of law authorizing it were not incorporated in the General Statutes of 1860.

AGENCIES.

The appropriation for the support of an Agent or Agents of the Board, which had been denied the previous year, was renewed by the last legislature. A single Agent has been employed. The Board was fortunate in securing the services of Rev. B. G. Northrop, whose previous labors in this capacity have been repeatedly and highly commended by my predecessor. Mr. Northrop's acknowledged ability, his experience in teaching, his untiring zeal and industry, his extensive acquaintance with the teachers and other friends of education in every section of the Commonwealth combine to render his services most valuable and efficient. Owing to the public excitement it has been thought best that he should expend less labor, than in former years, in lecturing, and more in school visitation and in familiar conversations with teachers, pupils and school committees. It is believed that this line of effort has been productive of valuable results. For a more full and detailed account of Mr. Northrop's labors during the year, I beg leave to refer to his report, appended hereto.

The following gentlemen have been employed as Agents of the Board since 1850.

Prof. Samuel S. Greene; Hon. R. B. Hubbard, of Amherst; Hon. Charles W. Upham; Hon. Nathaniel P. Banks; J. T. Burrell, Esq., Quincy; Charles Northend, Esq.; Rev. Horace James; Gen. H. K. Oliver; Daniel Leach, Superintendent of Schools, Providence; Richard Edwards, former Principal of the State Normal School, at Salem; Prof. Alpheus Crosby, the present Principal; Rev. A. R. Pope; Cornelius Walker, Esq., of Boston; and Rev. B. G. Northrop.

The whole amount expended in support of this important system of labor is \$22,969.69. A small sum surely, when compared with the results accomplished during the last eleven years, including addresses delivered in most of the towns in the Common-

wealth and to thousands of teachers ; schools visited, school and building committees conferred with and aided in their plans.

It was the opinion of Dr. Sears, that \$10,000 a year was saved to the State by the Agent in the one item of securing better and more economical plans of school-houses.

But so forcibly have the reasons for supporting this department of labor been urged by my predecessors, and so fully have these arguments been substantiated by experience, that I shall not attempt to re-state them, but content myself with the expression of my full conviction that the appropriation required by the General Statutes cannot be withheld without a serious public loss.

In this connection I subjoin certain resolutions passed by the State Association of Teachers at the annual meeting held at Taunton in November last.

"Whereas, the Massachusetts legislature of 1861 has re-established the office of Agent of the Board of Education, which had been discontinued during the previous year, therefore,

"*Resolved*, That the office has been, and is now, an important agency for encouraging, instructing, and elevating many teachers, and for assisting the cause of education by increasing the co-operation of the public in its favor.

"*Resolved*, That the thanks of the association be offered to the legislature for the action referred to.

"*Resolved*, That we gratefully acknowledge the labors and efforts of Rev. B. G. Northrop, and hope that his usefulness may be long continued."

NORMAL SCHOOLS.

The first State Normal Schools in this country for the professional training of school teachers were instituted in Massachusetts. The establishment of the two earliest of these schools was in a little more than two years after the Act passed by the legislature creating the Board of Education, and their existence is mainly to be ascribed to the influence and efforts of the Board and of its early supporters. The history of our Normal Schools from their beginning, was so fully presented in the last Report, both of the Board and of its Secretary, that it may not be well so soon to repeat it in detail. Reference is made, therefore, to the Twenty-Fourth Report for a more minute and statistical statement, while only a summary of the principal facts will here be

given as necessary to a complete and continuous historical sketch of the Board and of its measures.

In 1837 the American Institute of Instruction presented to the legislature a memorial prepared with great ability by George B. Emerson, LL. D., for several years an active and highly useful member of the Board, and now its Treasurer, on the importance of a professional training of teachers. On the recommendation of Edward Everett, then Governor of the Commonwealth, and through the earnest efforts of Hon. James G. Carter, then chairman of the committee on education, the Board was instituted at the same session of the legislature. Its first Secretary, Hon. Horace Mann, and his associates, made an institution for the preparation of competent teachers an early and prominent object.

The origin or actual establishment of the Normal Schools in this State is immediately traceable to a donation by Hon. Edmund Dwight, of Boston, of ten thousand dollars, presented through the secretary of the board, to be expended for qualifying teachers for Common Schools, on condition that the legislature would grant to the board an equal sum for the same purpose. By Resolves passed in April of the same year, 1838, the legislature complied with the condition. Normal Schools were established, as follows:—

The first at Lexington, which was opened July, 1839; transferred to West Newton, September, 1844; and from thence to Framingham in 1853. It receives as pupils only females.

The second was opened at Barre, September, 1839; was suspended in 1841; and re-commenced in September, 1844, at Westfield, and receives both sexes.

The third was opened at Bridgewater, September, 1840, and admits pupils of both sexes.

The fourth and last Normal School was established at Salem, under Resolves passed April, 1853, and opened September, 1854, and is for females only.

Principals appointed: of Framingham School, Cyrus Peirce, Samuel J. May, E. S. Stearns, and George N. Bigelow;—of Westfield School, Samuel P. Newman, Emerson Davis, David S. Rowe, William H. Wells, and John W. Dickinson;—of Bridgewater School, Nicholas Tillinghast, Marshall Conant, and

Albert G. Boyden ;—of Salem School, Richard Edwards, and Alpheus Crosby.

The aggregate number of pupils who have been in attendance at the several schools to 1861 inclusive, is as follows:—

Framingham,	1,210
Westfield,* (males, 490 ; females, 1,143,)	1,633
Bridgewater, (males, 536 ; females, 750,)	1,286
Salem,	701
Whole number in all the schools,	4,830

The number of graduates, or of those who have completed the prescribed course of study, is:—

Framingham,	766
Westfield,†	217
Bridgewater,	834
Salem,	267

More than two-thirds of the whole number of pupils who have entered the schools are the sons and daughters of farmers, mechanics, and laborers.

The different classes of society represented by the pupils and benefited by the privileges of the Normal Schools are exhibited in the following statement taken from the records of the Westfield School, giving so far as known, the occupation of the parents of all the pupils admitted for a series of years:—

Farmers,	603	Cashier of Bank,	1
Mechanics,	176	Hatter,	1
Clergymen,	24	Sea Captains,	4
Physicians,	14	Fishermen,	2
Lawyers,	4	Seamen,	4
Merchants,	49	Missionaries,	4
Peddlers,	2	Teachers,	10
Accountants,	2	Crier of Courts,	1
Clerk,	1	Millers,	3

* The records do not show the attendance while the school was at Barre, and not till 1844.

† Records do not show the number of graduates previous to 1855.

Freighting on the sea,	1	Speculator,	1
Factory Agents,	5	Inn-keepers,	3
Factory Overseers,	5	Keeper of Almshouse,	1
Manufacturers,	13	Mail Carriers,	2
Superintendent of Railroad, . .	1	Postmasters,	3
Railroad Conductor,	1	Surveyor,	1
Canal business,	1	Express Agents,	2
Station Agent,	1	Gardeners,	3
Insurance Agents,	3	Silk Buyer,	1

The records of the other Normal Schools would not show so large a proportion of parents belonging to the working classes, and yet they would prove that those schools are preëminently institutions for the people.

The amount paid for the annual support of the Normal Schools, to 1861, inclusive :—

By the State,	\$185,705 91
By individuals,	9,376 89
From the income of the legacy of Henry Todd, Esq., given in aid of Normal Schools,	6,969 05
Total,	<u>\$202,051 85</u>

Amount paid for buildings :—

By the State,	\$38,318 80
By individuals and corporations,	27,231 10
Total,	<u>\$65,549 90</u>

Amount paid by the State, under Resolves of April, 1853, granting aid to attendants on State Normal Schools, \$1,000 annually, to each school,	\$26,612 36
Aggregate paid by the State in aid of Normal Schools, to 1861,	250,637 07
Aggregate paid by individuals, corporations and Todd Fund,	43,577 04
Total,	<u>\$294,214 11</u>

The reports of the Visitors give ample information respecting the present condition of the Normal Schools, and their work during the past year. It is gratifying to find the evidences multi-

plying on every hand of their increasing usefulness and favor with the public. Not a few reports of town committees contain cordial notices of them, and earnest exhortations to young persons who are expecting employment as teachers to avail themselves of their advantages.

The question has sometimes been made, whether it would not be good policy to confine these Normal Schools to the exclusive business of giving instruction in the methods of teaching and school discipline, leaving the drill in the elementary branches entirely to the Common and High Schools; and whether, in such case, the number of the Normal Schools might be reduced.

Without stopping to discuss the question whether the best methods of teaching can so well be taught in any other way, as by the best examples of teaching and the most thorough drill in the various branches of required study in our Public Schools, it is pertinent to inquire whether the Common and High Schools do, as a whole, or even as a general thing, furnish that careful training in the common branches, which is needful to the successful teacher. To such a question there can be but one answer, and that in the negative. If we look to the High Schools, we are met with the fact that their courses of study are arranged with reference to the views and wants of the particular communities in which they are situated, and not with any special reference to the qualification of teachers, and that the successful accomplishment of the work proposed to be thrown upon them would require a réarrangement of studies, and in many cases a réorganization upon a different basis, a thing not to be expected, if indeed it were desirable.

Nor can we look to the Common, mixed school for the desired training. Kept, as those of the higher grade are, during only short portions of the year, by teachers who are changed with every term, and with constantly varying modes of training, it were idle to expect from them a high rank of teachers. True, not a few young men and women enter upon the teacher's work with no other advantages of preparation than these schools afford; but they form the fortunate exceptions and not the general rule.

Besides it does not follow that in the end contemplated, the Commonwealth can afford to dispense with the services of any one of the Normal Schools. On this point, the fact that our public schools number over 4,500, and are giving employment to more

than 7,000 teachers, while the Normal Schools are supplying little more than 100 annually; is conclusive against any reduction of their number or of their force, and furnishes abundant reason for a more liberal bestowal of means upon them to the end that with enlarged facilities, higher and broader courses of study and mental training, they may supply teachers in greater numbers and of a higher grade, to meet the constantly growing wants of the Commonwealth.

STATE SCHOLARSHIPS.

By an Act passed April, 1853, forty-eight State scholarships were established to aid in educating and training young men for the office of principal teacher in the high schools of the Commonwealth. The Act provided that in 1854, again in 1861, and every ten years thereafter, the State should be divided into forty sections, and these sections arranged into four classes of ten sections each, which classes of sections shall be entitled to one scholarship for each of their sections once in four years, beginning in the year 1854. It also provided for the selection of two persons each year from the State at large, completing the number of forty-eight to be selected in four years, or twelve each year.

At a special meeting, January, 1854, the Board of Education divided the State into forty sections nearly equal in population. The division by counties was as follows:—

Suffolk.

Section No. 1, including Chelsea, North Chelsea, Winthrop, and Ward 1 of the city of Boston.

Section No. 2, including Ward 2, Ward 3, and so much of Ward 4 as is found on Hanover Street and Union Street, and north of Union Street, Faneuil Hall and Faneuil Hall Market.

Section No. 3, including Ward 5, Ward 6, and the rest of Ward 4.

Section No. 4, including Ward 7, and so much of Ward 8 as is not contained in Section No. 5.

Section No. 5, including Ward 9, Ward 10, and so much of Ward 8 as is found on West Street, and south of West Street, and west of Washington Street, on both sides of said Washington Street to Beach Street, and all south of said Beach Street to the Boston and Worcester Railroad Station.

Section No. 6, including Ward 11 and Ward 12.

Essex.

Section No. 1, including Marblehead and Salem.

Section No. 2, including Danvers, Lynn, Lynnfield, Middleton, Nahant, Saugus, South Danvers, Swampscott, and Wenham.

SECRETARY'S REPORT.

Section No. 3, including Andover, Bradford, Groveland, Haverhill, Lawrence, Methuen, and North Andover.

Section No. 4, including Beverly, Essex, Gloucester, Hamilton, Ipswich, Manchester, Rockport, and Topsfield.

Section No. 5, including Amesbury, Boxford, Georgetown, Newbury, Newburyport, Rowley, Salisbury, and West Newbury.

Middlesex.

Section No. 1, including Brighton, Cambridge, Waltham, Watertown, and West Cambridge.

Section No. 2, including Charlestown, Malden, Medford, and Somerville.

Section No. 3, including Ashland, Framingham, Holliston, Hopkinton, Marlborough, Natick, Newton, Sherborn, Sudbury, Wayland, and Weston.

Section No. 4, including Acton, Bedford, Billerica, Burlington, Carlisle, Concord, Lexington, Lincoln, Melrose, North Reading, Reading, South Reading, Stoneham, Tewksbury, Wilmington, Winchester, and Woburn.

Section No. 5, including so much of the city of Lowell as lies on the western side of Concord River.

Section No. 6, including the remainder of Lowell, Ashby, Boxborough, Chelmsford, Dracut, Dunstable, Groton, Littleton, Pepperell, Shirley, Stow, Townsend, Tyngsborough, and Westford.

Worcester.

Section No. 1, including Auburn, Grafton, Holden, Shrewsbury, Westborough, and Worcester.

Section No. 2, including Ashburnham, Athol, Barre, Dana, Gardner, Hardwick, Hubbardston, Petersham, Phillipston, Princeton, Royalston, Rutland, Templeton, Westminster, and Winchendon.

Section No. 3, including Berlin, Bolton, Boylston, Clinton, Fitchburg, Harvard, Lancaster, Leominster, Lunenburg, Northborough, Southborough, Sterling, and West Boylston.

Section No. 4, including Blackstone, Douglas, Mendon, Milford, Millbury, Northbridge, Sutton, Upton, Uxbridge, and Webster.

Section No. 5, including Brookfield, Charlton, Dudley, Leicester, New Braintree, North Brookfield, Oakham, Oxford, Paxton, Southbridge, Spencer, Sturbridge, Warren, and West Brookfield.

Hampshire.

Section No. 1, including Amherst, Belchertown, Enfield, Granby, Greenwich, Hadley, Pelham, Prescott, South Hadley, and Ware.

Section No. 2, including Chesterfield, Cummington, Easthampton, Goshen, Hatfield, Middlefield, Northampton, Norwich, Plainfield, Southampton, Westhampton, Williamsburg, and Worthington.

Hampden.

Section No. 1, including Brimfield, Holland, Longmeadow, Ludlow, Monson, Palmer, Springfield, Wales, and Wilbraham.

Section No. 2, including Agawam, Blandford, Chicopee, Chester, Granville, Holyoke, Montgomery, Russell, Southwick, Tolland, Westfield, and West Springfield.

Franklin.

Constituting one section.

Berkshire.

Section No. 1, including Adams, Cheshire, Clarksburg, Dalton, Florida, Hancock, Hinsdale, Lanesborough, New Ashford, Peru, Pittsfield, Richmond, Savoy, Williamstown, and Windsor.

Section No. 2, including Alford, Becket, Egremont, Great Barrington, Lee, Lenox, Monterey, Mount Washington, New Marlborough, Otis, Sandisfield, Sheffield, Stockbridge, Tyringham, Washington, and West Stockbridge.

Norfolk.

Section No. 1, including Brookline, Dedham, Needham, Roxbury, and West Roxbury.

Section No. 2, including Bellingham, Canton, Dover, Foxborough, Franklin, Medfield, Medway, Randolph, Sharon, Stoughton, Walpole, and Wrentham.

Section No. 3, including Braintree, Cohasset, Dorchester, Milton, Quincy, and Weymouth.

Bristol.

Section No. 1, including Attleborough, Easton, Mansfield, Norton, Pawtucket, Raynham, and Taunton.

Section No. 2, including Dartmouth, Fairhaven, and New Bedford.

Section No. 3, including Berkley, Dighton, Fall River, Freetown, Rehoboth, Seekonk, Somerset, Swanzey, and Westport.

Plymouth.

Section No. 1, including Bridgewater, Carver, Duxbury, Halifax, Kingston, Lakeville, Marion, Middleborough, Plymouth, Plympton, Rochester, and Wareham.

Section No. 2, including Abington, East Bridgewater, Hanover, Hanson, Hingham, Hull, Marshfield, North Bridgewater, Pembroke, Scituate, South Scituate, and West Bridgewater.

Barnstable.

Section No. 1, including Barnstable, Dennis, Falmouth, Sandwich, and Yarmouth.

Section No. 2, including Brewster, Chatham, Eastham, Harwich, Orleans, Provincetown, Truro, and Wellfleet.

Dukes and Nantucket.

Constituting one section.

The forty sections thus described were arranged into four classes, and the order in which their sections should be entitled to scholarships was designated by lot, and was as follows:—

FIRST CLASS.		THIRD CLASS.	
SECTIONS—		SECTIONS—	
No. 2 and 3,	in Suffolk,	No. 1,	in Suffolk,
" 2,	in Essex,	" 1,	in Essex,
" 3,	in Middlesex,	" 1 and 2,	in Middlesex,
" 2 and 3,	in Worcester,	" 1,	in Worcester,
" 1,	in Hampden,	" 1,	in Hampshire,
" 1,	in Berkshire,	" 1,	in Franklin,
" 2,	in Plymouth,	" 1,	in Norfolk,
" 1,	in Bristol.	" 1,	in Plymouth,
		" 1,	in Barnstable.
SECOND CLASS.		FOURTH CLASS.	
No. 5 and 6,	in Suffolk,	No. 4,	in Suffolk,
" 5,	in Essex,	" 3 and 4,	in Essex,
" 6,	in Middlesex,	" 4 and 5,	in Middlesex,
" 5,	in Worcester,	" 4,	in Worcester,
" 2,	in Hampden,	" 2,	in Hampshire,
" 3,	in Norfolk,	" 2,	in Berkshire,
" 3,	in Bristol,	" 2,	in Norfolk,
" 2,	in Barnstable,	" 2,	in Bristol.
" 1,	in Dukes and Nantucket.		

All elections to fill the scholarships have thus far been made according to the above arrangement. When a beneficiary has failed to hold a scholarship for any reason, the vacancy has been filled by a student in college of the same standing, and, if practicable, by an applicant residing in the same section or class of sections. In this way an equal number of State scholars is maintained in each of the college classes, and thus an equal number will be graduated each year, while due respect is shown to the claims of every portion of the State.

Each of the sections of the above classes has been twice filled,—the first in March, 1854 and 1858; the second, March, 1855 and 1859; the third, March, 1856 and 1860; and the fourth, March, 1857 and 1861. The number thus appointed, twelve each year for eight years, is ninety-six, each of whom was to enter college at the commencement next succeeding his appointment. Of this

number, thirty have failed to hold their scholarships from a failure to attain the required rank in college, from ill health, leaving college, or other reasons, and the vacancies thus created have been filled in the manner already indicated—from students of the same standing in college and residing in the same class of sections. The number of persons appointed to fill vacancies arising from the failure of those entering college as Freshmen, or from the failure of their substitutes, is thirty-three; and the aggregate of appointments under the Act establishing State scholarships is one hundred and twenty-nine. Of the whole number appointed, six belonged to Suffolk County; seventeen to Essex; thirty to Middlesex; fifteen to Worcester; eight to Hampshire; six to Hampden; ten to Franklin; four to Berkshire; twelve to Norfolk; six to Bristol; eleven to Plymouth; three to Barnstable; and one to Dukes. Fifty-two have entered Harvard College; eleven Williams College; fifty-one Amherst College; eight Tufts College; and seven either did not enter college or did not enter upon the foundation established by the State.

Only four classes of State scholars have been graduated by the respective colleges: the first class in 1858,—6 at Harvard, 4 at Amherst, 2 at Williams—12; the second class in 1859,—4 at Harvard, 5 at Amherst, 1 at Williams, and 1 at Tufts—11; the third class in 1860,—7 at Harvard, 4 at Amherst, and 1 at Tufts—12; and the fourth class in 1861,—2 at Harvard, 5 at Amherst, 4 at Williams, and 1 at Tufts—12. Whole number of graduates in all the colleges in four years, 47.

The sum of one hundred dollars has been annually paid by the State, at the close of the collegiate year, to each student holding a scholarship and presenting the required testimonials. Ninety-five different persons have received the annuity out of 129 appointees, including 12 appointed in March last, whose first collegiate year has not yet terminated, and who have not been entitled to a payment. Of the 46 graduates only 26 have received each four payments, or through their entire collegiate course. In 1855 the first payments were made, 11 in number, amounting to \$1,100; in 1856, 21 payments—\$2,100; in 1857, 24 payments—\$2,400; in 1858, 40 payments—\$4,000; in 1859, 44 payments—\$4,400; in 1860, 45 payments—\$4,500; and in 1861, 44 payments—\$4,400. In all, 229 payments, and a total expen-

diture, exclusive of expense of printing and advertising, of \$22,900.

By the General Statutes of 1860, chapter 37, the provisions of the Act of 1853 were so modified as to provide that the Board shall arrange the forty Senatorial districts of the State into four classes of ten sections or districts each, and that each of said classes, once in four years in such order as the Board determined by lot, shall be entitled to one scholarship for each of its districts. In pursuance of the statute thus modified, the Board have arranged the Senatorial districts into four classes, and have by lot designated the order in which their several districts or sections shall be filled. In accordance with this arrangement all appointments will be made hereafter, until 1872. It is here given, in order to be in a convenient and permanent form for future reference, and is as follows :—

FIRST CLASS.

[To be filled, March, 1862, 1866, and 1870.]

Suffolk,—First District, including Chelsea, North Chelsea, Winthrop and Boston, Ward 2.

Essex,—Second District, including Salem, Danvers, Hamilton, Middleton, South Danvers, Topsfield, and Wenham.

Middlesex,—First District, including Charlestown, Somerville, Melrose, and Malden. Second District, including Cambridge, Waltham, West Cambridge, Watertown and Brighton.

Worcester,—Central District, including Worcester, Holden, Paxton, and Rutland.

Franklin,—Franklin District, including Ashfield, Bernardston, Buckland, Charlemont, Coleraine, Conway, Deerfield, Gill, Greenfield, Hawley, Heath, Leyden, Monroe, Northfield, Rowe, Shelburne, and Whately.

Hampshire and Franklin,—Hampshire and Franklin District, including Amherst, Belchertown, Enfield, Granby, Greenwich, Pelham, Prescott, Ware, Erving, Leverett, Montague, New Salem, Orange, Shutesbury, Sunderland, Warwick, and Wendell.

Norfolk,—North District, including Roxbury, Brookline, Dorchester, and West Roxbury.

Plymouth,—South District, including Bridgewater, Carver, Fairhaven, Acushnet, Lakeville, Mattapoisett, Marion, Middleborough, Rochester, and Wareham. Middle District, including Duxbury, East Bridgewater, Halifax, Hanson, Kingston, Marshfield, Pembroke, Plymouth, Plympton, and West Bridgewater.

SECOND CLASS.

[To be filled, March, 1863, 1867, and 1871.]

Suffolk,—Fourth District, including Wards 8, 9, and 10, Boston. Fifth District, including Wards 11 and 12, Boston.

Essex,—Fourth District, including Newburyport, Amesbury, Bradford, Georgetown, Groveland, Newbury, Salisbury, and West Newbury.

Middlesex,—Fourth District, including Acton, Ashby, Boxborough, Carlisle, Chelmsford, Concord, Dunstable, Groton, Lincoln, Littleton, Marlborough, Pepperell, Shirley, Stow, Townsend, Tyngsborough, and Westford.

Worcester,—South-West District, including Auburn, Brookfield, Charlton, Dudley, Leicester, Oxford, Southbridge, Spencer, Sturbridge, Warren, Webster, and West Brookfield.

Hampden,—Western District, including Holyoke, Agawam, Southwick, Granville, Tolland, Blandford, West Springfield, Chester, Montgomery, Westfield, Russell, Chicopee, and Ludlow.

Norfolk,—East District, including Braintree, Milton, Quincy, Randolph, Stoughton, and Weymouth.

Bristol,—West District, including Berkley, Dighton, Fall River, Free-town, Pawtucket, Rehoboth, Seekonk, Somerset, Swanzey, and Westport.

Barnstable, Dukes, and Nantucket,—Cape District, including Brewster, Chatham, Dennis, Eastham, Harwich, Orleans, Provincetown, Truro, Wellfleet, and Yarmouth.

Island District, including Barnstable, Falmouth, Sandwich, Edgartown, Chilmark, Tisbury, and Nantucket.

THIRD CLASS.

[To be filled, March, 1864, and 1868.]

Suffolk,—Second District, including Wards 1, 3, and 5, Boston.

Essex,—First District, including Lynn, Lynnfield, Marblehead, Nahant, Saugus, and Swampscott.

Middlesex,—Third District, including Ashland, Framingham, Holliston, Hopkinton, Natick, Newton, Sherborn, Sudbury, Wayland, and Weston.

Worcester,—West District, including Athol, Barre, Dana, Hardwick, Hubbardston, New Braintree, North Brookfield, Oakham, Petersham, Phillipston, Royalston, Templeton, and Winchendon. North-East District, including Ashburnham, Fitchburg, Gardner, Harvard, Lancaster, Leominster, Lunenburg, Princeton, Sterling, and Westminster. East District, including Berlin, Bolton, Boylston, Clinton, Grafton, Millbury, Northborough, Shrewsbury, Southborough, Upton, Westborough, and West Boylston.

Hampden,—Eastern District, including Longmeadow, Springfield, Monson, Wales, Holland, Brimfield, Palmer, and Wilbraham.

Berkshire,—South District, including Alford, Becket, Egremont, Great Barrington, Lee, Lenox, Monterey, Mount Washington, New Marlborough,

Otis, Richmond, Sandisfield, Sheffield, Stockbridge, Tyringham, Washington, and West Stockbridge.

Bristol,—North District, including Attleborough, Easton, Raynham, Mansfield, Norton, and Taunton.

Plymouth,—North District, including Abington, Cohasset, Hanover, Hingham, Hull, North Bridgewater, Scituate, and South Scituate.

FOURTH CLASS.

[To be filled, March, 1865, and 1869.]

Suffolk,—Third District, including Wards, 4, 6, and 7, Boston.

Essex,—Third District, including Lawrence, Andover, Boxford, Haverhill, Methuen, and North Andover. Fifth District, including Beverly, Essex, Gloucester, Ipswich, Manchester, Rockport, and Rowley.

Middlesex,—Fifth District, including Bedford, Billerica, Burlington, Lexington, Medford, North Reading, Reading, South Reading, Stoneham, Wilmington, Winchester, and Woburn. Sixth District, including Lowell, Dracut and Tewksbury.

Worcester,—South-East District, including Blackstone, Douglas, Mendon, Milford, Northbridge, Sutton, and Uxbridge.

Hampshire,—Hampshire District, including Chesterfield, Cummington, Easthampton, Goshen, Hadley, Hatfield, Huntington, Middlefield, Northampton, Plainfield, South Hadley, Southampton, Westhampton, Williamsburg, and Worthington.

Berkshire,—North District, including Adams, Cheshire, Clarksburg, Dalton, Florida, Hancock, Hinsdale, New Ashford, Lanesborough, Peru, Pittsfield, Savoy, Williamstown, and Windsor.

Norfolk,—West District, including Bellingham, Canton, Dedham, Dover, Foxborough, Franklin, Medfield, Medway, Needham, Sharon, Walpole, and Wrentham.

Bristol,—South District, including New Bedford and Dartmouth.

TEACHERS' INSTITUTES.

Teachers' Institutes for the past year were held as follows: during the spring at Falmouth, Acton, Milford, and Wilbraham; in the autumn at Edgartown, Weymouth, Shelburne Falls, and Sheffield; and in the last week of December a session of three days at Orleans. The institutes at Wilbraham, Shelburne Falls, and Orleans were held conjointly with the meetings of the Teachers' Associations of Hampden, Franklin, and Barnstable Counties, an arrangement which proved to be mutually beneficial and satisfactory to the members of both bodies.

The enrolled members of the institutes were 1,246, who represented one hundred and eighty cities and towns—more than one-half of the whole number in the Commonwealth.

The regular teachers were Prof. William Russell, Dr. Lowell Mason, Messrs. Sanborn Tenny, Philo M. Slocum, James C. Sharp, Lewis B. Monroe, and Rev. B. G. Northrop, the Agent of the Board.

One or more teaching exercises, or lectures, were also given by Messrs. Boutwell, Haven, Quint, and Parish, of the Board of Education; Bigelow, Boyden, and Dickinson, principals of State Normal Schools; Rev. J. F. Moors, of Greenfield, J. C. Bodwell, of Framingham, and Horace Winslow, of Great Barrington; Rev. Drs. Hamlin, of Constantinople, Hill, president of Antioch College, and Stone, of Boston; Hon. Amasa Walker, Dio Lewis, M. D.; Messrs. Charles Northend, of Connecticut, J. D. Philbrick, superintendent of public schools, Boston, A. J. Phipps, superintendent of public schools, New Bedford, General H. K. Oliver, and Alonzo Tripp, Esq.; Messrs. I. W. P. Jenks, George S. Houghton, Ephraim Flint, William E. Sheldon, secretary, A. P. Stone, president, and D. B. Hagar, late president of the American Institute of Instruction; Professors P. A. Chadbourne, I. N. Lincoln, of Williams College, and Oliver Marcy, of Wilbraham.

Regular Teachers' Institutes were first held in the State of New York, in the year 1843. They were convened in several counties, without State patronage, as voluntary and self-supporting associations. Having learned their operation and usefulness in New York, Mr. Mann desired to present to the people of Massachusetts a full and practical demonstration of their utility, in order to secure suitable legislative provision for their permanent establishment. Many Common School conventions had already been held in Massachusetts. Valuable as they had been in awakening public interest, and suggesting improvements, their sessions were too short, and their plans too limited, to discuss principles and also illustrate and exemplify them in practice.

In 1845, that munificent friend of Common Schools, the Hon. Edmund Dwight, who early and cordially espoused the educational plans of Mr. Mann, placed one thousand dollars at the disposal of the Secretary, for the purpose of trying the experiment of teachers' institutes. The experiment was successful. To encourage and facilitate the attendance of teachers upon these

institutes, this amount was expended chiefly in paying the board of the members. The project was new and untried in Massachusetts. Little professional enthusiasm existed among teachers; and their claims to recognition as a profession had been scarcely asserted by themselves, and their compensation was so small, that the expenses of board would otherwise have greatly lessened the attendance and proved a serious obstacle to the success and permanency of these institutes. For the purpose of encouraging so worthy an object, eminent teachers and lecturers gave their services gratuitously during the first series of these conventions. The teachers and the public seemed heartily to endorse the declaration of the Secretary, that "this first experiment in Massachusetts of Teachers' Institutes has been eminently successful."

Mr. Mann wisely forestalled one objection to these conventions, by an early announcement that they must not be converted into book-fairs for the benefit of authors or publishers, and that not one minute of institute time should be perverted to the advocacy of rival school books. This wise precaution, which has been maintained to the present time, has obviated the intrusion of book agents and the advocacy of those antagonistic publishing interests which have introduced discussions and controversies fatal to the success and permanency of institutes in some other States.

The first Teachers' Institute in Massachusetts was held in the town of Pittsfield, in 1845. Governor Briggs, a resident of that town, was an attentive and interested observer, and strongly commended its exercises. His practical judgment at once discovered a new agency here, well adapted to advance the cause of Common Schools, which he ever cherished with the deepest interest, and to which alone he was indebted for his early education. In his next message to the legislature, he recommended a suitable appropriation for this "measure, which looks entirely to the increased qualifications of teachers, and the improvement of Common Schools—and involves the character and destiny of the Commonwealth in all its branches and with all its interests." This recommendation was cordially endorsed by the legislature, and the subjoined law, appropriating twenty-five hundred dollars annually for the encouragement of Teachers' Institutes, passed the House of Representatives by a majority of one hundred and seventy-one to five, and the Senate without a count.

SECT. 1. Whenever reasonable assurance shall be given to the Board of Education that a number not less than seventy teachers of common schools shall desire to assemble for the purpose of forming a Teachers' Institute, and to remain in session for a period not less than ten working days, the said board, by a committee of their body, or by their secretary, or, in case of his inability, by such person or persons as they may delegate, shall appoint a time and place for said meeting, make suitable arrangements therefor, and give due notice thereof.

The second section limits the expenses of each institute to two hundred dollars; and

The third section appropriates twenty-five hundred dollars for the annual series of institutes.

This was the first legal recognition and legislative support of Teachers' Institutes in this country. It was the policy of Mr. Mann to employ a large portion of this bounty of the State in defraying the expenses of the teachers present.

The third of this new series of institutes was held in Lee,—whose citizens are commended by Mr. Mann for their liberality in furnishing board to the teachers present for one dollar per week. In 1849, the praiseworthy hospitality of the inhabitants of Hyannis and Sandwich is particularly mentioned, because they entertained the teachers without charge during the whole time of the session in those towns. Other towns soon began to emulate their generous example; and in 1850, at the Brewster, Plymouth, Framingham, Fitchburg, Milford, Hadley, and Falmouth Institutes, the board of all the teachers was furnished gratuitously by the citizens. In the five other towns where sessions were held during this year, board was furnished gratuitously to a large part of the teachers, or at a reduced rate. From that time, this spirit of liberality rapidly increased, till it soon became the uniform custom to extend the hospitality of the citizens to all members of the Institutes. This has been done the last year; and as an indication of the cordiality with which they were received, and an evidence of their good influence, the people in every town have expressed the conviction, that whatever trouble or expense they have incurred, they have received a greater benefit than they have conferred, and cordial invitations were extended to meet again at an early day in the same towns. The table and fireside discussions of an hundred teachers, distributed among the families

of a town, have often disseminated new ideas of education, influencing the parents and quickening the children, and advancing public sentiment. In each of the towns where Institutes were held the first year of their organization in this State, they have been invited and received again,—in Pittsfield and Barnstable (including Hyannis) four times each; in Adams (North and South) and Milford three times each; and in twenty-five towns twice each.

The fact of these repeated invitations to the same towns, indicates the public appreciation of them where their character and influence are best understood.

Complaints of neglect have reached this office from some towns, because they have not yet enjoyed the advantages of an Institute. But since it has become customary to extend the hospitalities of the citizens to the teachers, it seems a matter of delicacy and propriety that the invitation should come from the town desiring such a meeting. Such invitations have been favorably considered, whenever the locations were consistent with a fair and equal distribution of these meetings in different parts of the State.

The largest attendance in any one year was in 1852, the first year in which both Professors Agassiz and Guyot were employed. The rare abilities, the great scientific attainments of these gentlemen, drew large throngs of people to listen to their lectures—at once simple, eloquent, and philosophic. The largest Teachers' Institute ever held in the State was at Amherst, during the past year, and numbered three hundred and seventy-five members. The college exercises were partially suspended, the president and professors took a prominent part in the discussions and lectures, and cordially welcomed the members to the various cabinets, and the students—many of whom were engaged in teaching during the winter—were regular and attentive members.

Had it not been seriously proposed by one or more members of the legislature, as late as 1860, to abolish Teachers' Institutes, it might seem a work of supererogation to advocate their utility. Although this effort gained little favor with the people or their representatives, it is proper that the honest objections of the humblest citizen should be fully and fairly considered. It was then stated that institutes were originated as a temporary expedient, and, having done their work, no necessity remained for their continuance. But they have accomplished more good and

proved to be a permanent agency of greater efficiency than was at first expected. Nor has their day of usefulness begun to decline. The generous and cordial reception extended by the citizens in the towns where they were held the last year; the crowded assemblies gathered at the evening lectures, and uniformly most thronged on the last evening of each session; the increased attendance and eager interest of the teachers, notwithstanding the "hard times," and the general absorption of public thought and sympathy and effort in the great national struggle now pending, show that their necessity is increasingly felt and their utility highly appreciated. The large attendance at the institutes during the last year is the more encouraging, in view of their location. None were held in cities; all but two were in small towns, not centrally located, and four of them quite remote from railways.

The local papers have often given a condensed summary of the topics and main points of the lectures, and thus more widely extended the influence of these discussions. Past usefulness, however, should only be an encouragement to greater efficiency in the future. This great business of training teachers cannot be accomplished once for all. It must be steadily sustained. Hundreds of new teachers are annually employed in our schools for whom continued opportunities of self-improvement and professional instruction must be furnished.

It has been said that our Normal Schools at the present time remove the necessity of Institutes. But the Normal Schools can supply only a small portion of the more than seven thousand teachers annually employed in our public schools. The Institutes have also been much resorted to by Normal graduates and by the more experienced and successful teachers, who have seemed most deeply interested and have given the strongest assurances of the benefits received from them. It is not denied that some teachers may attend without profit. It would hardly be safe to affirm that all students in our academies and colleges are benefited by the opportunities there afforded. The fact that there may be idle or vicious boys in college, who should rather be on the farm, or in the workshop, would be a poor argument against the higher institutions of learning. So we believe no true-hearted and earnest teacher can fail to receive valuable suggestions and impulses from these gatherings. It is not assumed that our

Institutes are faultless. They have already been modified in important particulars. Experience will doubtless suggest other changes. An Institute is a sort of epitome of a Normal School. It is not claimed that any exhaustive instruction in some five or six different branches, can be imparted in a single week, but common errors are corrected, prevailing deficiencies exposed, and new methods of instruction in each of the branches of a thorough English education are illustrated. Isolated as many teachers are, they have not always kept up with the most advanced processes of instruction. Persons can still be found, who while conscious of being unfit for any thing else feel fully competent for school-keeping, complacently content with what they already know, without any purpose or prospect of future improvement, although wholly and hopelessly ignorant of the first principles of school organization, government and instruction.

A well conducted Institute is adapted to suggest to teachers their deficiencies, to awaken mental activity, to extend a professional spirit and kindle among them a generous emulation, as well as to solve difficulties and discuss methods and improvements. Now this is the kind of influence specially needed, impulse as well as instruction, that mental stimulus which springs from social influence and sympathy, from a unity or rather community of purpose, quickening and energizing the mind in the use of all available means of self-improvement and professional culture. The pleasure and profit of acquaintance, the forming or strengthening of the ties that should bind all grades of teachers—the young and the experienced in closer fellowship, are among the incidental but not unimportant results of these gatherings. The members of the Institutes are usually actual teachers or those who are expecting soon to teach and have an opportunity to test and apply the principles and methods there set forth. The instructions imparted seem more vital and valuable because they are given at a time when they are needed and thus supply the perceived demands of a pressing exigency.

But argument is unnecessary when proofs from experience are so ample and satisfactory, and I need only cite the testimony of two or three witnesses, who have had the most varied opportunities of observing the effects of these educational agencies.

The committee of the legislature of 1860, to whom was referred the petition for the discontinuance of Teachers' Institutes, Normal

Schools, &c., say in the able report drawn up by Gen. H. K. Oliver: "Of the practical utility of these Institutes, no candid mind properly acquainted with their workings and results, can for a moment doubt;" and says Ex-Governor Boutwell, in his last report: "The value of the Institutes is well established by experience;" and Hon. Henry Barnard says: "During nearly a quarter of a century's study and observation of schools, school-systems and educational agencies in different States and countries, I have tried, seen, or read of, nothing so universally applicable or so efficient in awakening and directing rightly both professional and parental interest in the broad field of popular education, as a well attended and wisely conducted Teachers' Institute.

Tables are subjoined, containing the names of the towns in which Institutes have been held; the number of members attending them each year, and their annual cost.

The following alphabetical list of the towns where Institutes have been held, with the year of each session, is given for purposes of reference.

Acton,	1861	Concord,	1847
Adams,	1848, 1855, 1858	Conway,	1853
Amherst,	1852	Dedham,	1859
Andover,	1846	Deerfield,	1852
Ashburnham,	1855	Dennis,	1856
Athol,	1848, 1854	Edgartown,	1848, 1861
Attleborough,	1851, 1849	Fairhaven,	1858
Barnstable,	1851, 1857	Fall River,	1852
Barnstable, (Hyannis,)	1849, 1856	Falmouth,	1850, 1861
Barre,	1854	Fitchburg,	1845, 1850
Bedford,	1857	Foxborough,	1857
Bernardston,	1858	Framingham,	1850, 1857
Billerica,	1859	Franklin,	1854
Blackstone,	1851	South Gardner,	1858
Boston,	1852	Grafton,	1846
Brewster,	1850, 1855	Great Barrington,	1847, 1859
Bridgewater,	1845, 1855	Greenfield,	1849
Brimfield,	1860	Groton,	1849, 1856
Brookfield,	1857	Hadley,	1850
Cambridge,	1852	Hardwick,	1859
Charlemont,	1847	Harwich,	1846
Charlestown,	1852	Haverhill,	1853, 1858
Chatham,	1845, 1860	Holliston,	1852
Chelsea,	1855	Hopkinton,	1854
Chicopee,	1852	Hubbardston,	1849, 1860

Kingston,	1856	Randolph,	1854
Lancaster,	1854	Roxbury,	1852, 1854
Lawrence,	1851	Royalston,	1851
Lee,	1846, 1854	Rutland,	1855
Lenox,	1850	Salem,	1854
Leominster,	1852, 1857	Sandwich,	1849
Littleton,	1855	Sheffield,	1852, 1861
Lowell,	1852	Shelburne Falls,	1861
Lunenburg,	1853	Shrewsbury,	1855
Malden,	1853	Southbridge,	1851
Mansfield,	1854	South Hadley,	1857, 1859
Marlborough,	1856	Spencer,	1858
Medway,	1850	Springfield,	1848, 1858
Middleborough,	1853	Sterling,	1850, 1856
Milford,	1850, 1858, 1861	Stockbridge,	1856
Millbury,	1853	Stoughton,	1851
Monson,	1850	Sunderland,	1848
Montague,	1855	Taunton,	1846
Nantucket,	1853	Templeton,	1853
Natick,	1853	Townsend,	1859
New Bedford,	1853	Truro,	1857
Newburyport,	1854	Waltham,	1860
Newton,	1851	Ware,	1851, 1856
New Salem,	1846	Webster,	1859
Northampton,	1857	Wellfleet,	1859
Northborough,	1851, 1860	Westborough,	1858
North Brookfield,	1852, 1859	Westfield,	1855
Norton,	1857	Weymouth,	1861
Orleans,	1853, 1861	Wilbraham,	1861
Oxford,	1853	Williamsburg,	1856
Pepperell,	1850	Winchendon,	1856
Petersham,	1851	Woburn,	1852
Pittsfield,	1845, 1851, 1854, 1857	Worcester,	1852, 1854
Plymouth,	1850	Wrentham,	1852
Provincetown,	1858	Yarmouth,	1855
Quincy,	1847		

The following table shows the number of Institutes annually held, the whole attendance, and the average attendance each year. No full record of the attendance for the years 1845, '46, '47, and '48, has been found. From notices in the annual reports of the Board and the journals of the day, printed catalogues of members, the private records and personal recollections of gentlemen connected with them, an approximate estimate has been carefully formed for those years.

The whole number of Institutes is 155. The whole attendance, 18,282. Whole average attendance, 118. Average for the last year, 138.

YEAR.	No. of Institutes.	Whole attendance.	Average attendance.	YEAR.	No. of Institutes.	Whole attendance.	Average attendance.
1845, . .	4	425	106	1854, . .	13	1,555	119
1846, . .	6	360	60	1855, . .	11	1,372	125
1847, . .	4	172	63	1856, . .	10	1,112	111
1848, . .	5	295	59	1857, . .	11	1,269	115
1849, . .	6	455	76	1858, . .	10	1,533	153
1850, . .	12	1,750	146	1859, . .	9	848	94
1851, . .	12	1,435	120	1860, . .	5	519	103
1852, . .	16	2,444	163	1861, . .	9	1,246	138
1853, . .	12	1,492	124				

The following table exhibits the expenditures for Institutes each year since their establishment by the legislature, in 1846.

The aggregate cost has been \$41,320.47. The average cost per year has been \$2,582.71.

1846,	\$1,104 39	1855,	\$3,765 00
1847,	537 71	1856,	3,500 00
1848,	1,131 58	1857,	3,850 00
1849,	990 26	1858,	3,500 00
1850,	3,050 00	1859,	3,169 03
1851,	3,000 00	1860,	1,700 00
1852,	3,533 75	1861,	2,438 75
1853,	3,125 00		
1854,	2,925 00		
			<hr/>
			\$41,320 47

EVENING SCHOOLS.

The rapid increase in our cities and larger manufacturing towns, of a class both of foreign and of native extraction, who have been deprived of school privileges in childhood, attracted several years ago the attention of the benevolent, and led to the opening of evening schools for their benefit. In most cases these

schools were taught by volunteer instructors, and supported by private subscription. Gradually, as their objects and results attracted public attention, they received municipal aid. Continuing to increase in importance and in public estimation, they became in 1857 the subject of the following legislative enactment. (General Statutes, chapter 38, sections 7 and 8.)

SECT. 7. Any town may establish and maintain, in addition to the schools required by law to be maintained therein, schools for the education of persons over fifteen years of age; may determine the term or terms of time in each year, and the hours of the day or evening during which said schools shall be kept; and appropriate such sums of money as may be necessary for the support thereof.

SECT. 8. When a school is so established, the school committee shall have the same superintendence over it as they have over other schools; and shall determine what branches of learning may be taught therein.

This enactment settled all questions respecting the legal right to make appropriations for the support of a class of schools hitherto unknown to the law, and served to attract public attention still more forcibly towards them.

Believing that it might serve a useful purpose, I have taken some pains to collect the statistics of those schools. For this purpose a circular was sent to the school committees of the cities and large towns of the Commonwealth, which, with abstracts from the replies kindly returned, are herewith given.

OFFICE OF THE SECRETARY OF THE BOARD OF EDUCATION, }
BOSTON, September 6, 1861. }

SIR,—I enclose herewith a series of questions relating to evening schools for adults, and shall be greatly obliged for a reply to them at your earliest convenience.

Respectfully yours,

J. WHITE, *Secretary Board of Education.*

1. Do you maintain a system of evening schools for adults?
2. How many, and during what portions of the year?
3. When were they first organized?
4. By what class of persons are they attended?
5. What has been the whole number in attendance, and what the average attendance during each year, both of scholars and teachers?
6. By whom taught,—teachers from the day schools, or others?
7. How supported,—from the public school funds or by voluntary subscription?
8. What have been their results?
9. Please add any suggestions or facts that may occur to you.

[BOSTON.—From Rev. C. F. BARNARD, *Warren Street Chapel*.]

1. Yes.
2. One—six winter months; two evenings a week for each sex.
3. 1836.
4. Domestics, errand runners, shop and factory hands, laborers, &c., &c. Every branch of employment being represented.
5. Last winter we had 330 men and boys, 344 women and girls, or, 674 in all; about 50 per cent. usually are in attendance each evening.
6. Volunteers; ladies and gentlemen of our own chapel and other churches.
7. By the Association for the support of our Chapel, with aid from the city, (50 per cent. of proceeds of City Hay Scales divided among all the evening schools of Boston.)
8. Admirable.

This school, organized at Warren Street Chapel, by Rev. C. F. Barnard, is believed to be the first of its kind in the country. Its origin is characteristic, and is thus related by Mr. Barnard. "What can we do for two brothers of some of my pupils who have little or no education, and who are obliged to work all day for their living?" inquired the superintendent of the sewing school. "We can try an evening school," was our reply. "These were our only pupils at the first, but we saw at once what could be done in this way. Many others, in equal want of instruction, joined the school at an early day, and we were obliged to open rooms for both sexes."

The purpose is to admit adults only; many, however, below the age of sixteen are admitted, when a careful examination discloses their inability to attend the day schools, and, that if not admitted, they will be in the streets or the haunts of vice. But none such can enter except upon the most unequivocal and urgent necessity.

The average age of the pupils reported in the foregoing replies is over seventeen.

"The scholars come from all parts of our own country and of the whole world;—two from China, several from Russia, many from the middle and north of Europe, England, Scotland, and especially Ireland. The occupations are as various as the necessities or the fancies of man. It would be hard to name any branch of industry, or kind of work, or form of service, that had not its representatives."

The results of the Warren Chapel schools have been in the highest degree satisfactory. In his report for 1861, Mr. Barnard remarks:—

“I continue to find in the superintendence of this great department equal pleasure and satisfaction. No better use could certainly be made of my time. * * * Our pupils are so desirous, so anxious, and often so determined to learn, that it is a charming task to teach them. The learners have made, in most cases, perceptible, and in some cases, remarkable improvement; and in every instance, almost, of the hundreds whom we are so glad to receive, there is something to arrest the attention, or awaken the interest of the teachers, and many a good end is secured besides the special ones in view.”

Other evening schools have been established in different sections of the city—many of them under the auspices of the Association for the Aid of Evening Schools; but what is their number or the number of pupils attending them I am not able to state. In 1856, the whole number of pupils was not far from 2,500. These schools have for the most part been supported by private beneficence, and taught by volunteers from the benevolent ladies and gentlemen of the city. They have not been adopted by the city authorities, but have received the receipts of the city hay scales—amounting, as I am informed, to about the sum of \$1,200 per annum.

[BRIGHTON.—From R. G. GREENE, *Chairman of the School Committee.*]

No such schools are held. The school committee deem them very desirable, especially in such a town as this, and we are *deliberating* as to undertaking one such school—not at all however as an official measure, but personally, and on our own individual responsibility.

[DORCHESTER.—From INCREASE S. SMITH, *Chairman of the School Committee.*]

As yet we do not “maintain any system of evening schools for adults,” though such a school was kept in one section of the town for about three months during the past two winters. This school was conducted by individuals who volunteered their services, and who were in no way connected with the school committee. The results of their efforts were, I believe, very favorable.

At the last April meeting, the town appropriated one hundred dollars for the reestablishment of that school, ordering that this appropriation be expended under the direction of the school committee.

The appropriation was not intended to pay teachers for their services, but only to defray incidental expenses, such as room-rent, &c. I anticipate from the intelligence and zeal of those who are expected to teach in this school much benefit to our adult Irish population.

[FALL RIVER.—From A. S. TRIPP, *Secretary of the School Committee.*]

1. This city does maintain such a school.
2. One school for about five months each year—from October to March.
3. In the year 1855.
4. Laboring class; chiefly factory operatives.
5. One male teacher principal, and three female assistants. Whole number of scholars in 1855, 275; average attendance, 140; in 1856, whole number, 354; in 1857, about 400 over fifteen years of age; in 1858, 300; in 1859, 400; average attendance during last four years was from 100 to 150.
6. Mostly by teachers from *day* schools.
7. By *special* appropriations from city treasury.
8. The school has accomplished much good, and is now doing an excellent work, rising in grade each year. Many persons have acquired respectable proficiency in reading, spelling, arithmetic, geography and penmanship, and a few are pursuing the study of grammar.
9. The danger of overworking the "physical man" is the only drawback to the good results of this school feared by the committee. Two hours' confinement in school-room, added to eleven hours in the heat and dust of a cotton factory, seems like overtasking any young person.

[HINGHAM.—From H. E. HERSEY, *Chairman of the School Committee.*]

We do not maintain a system of evening schools for adults in our town. I will add, however, that our committee, in their last annual report, recommended that evening schools be established, provided a sufficient number of scholars signified a desire to attend, and that teachers be employed and paid at the same rate of compensation with the teachers of the day schools; and the town sanctioned the recommendation.

[LAWRENCE.—From J. L. PARTRIDGE, *Superintendent of Public Schools.*]

2. One. From November to March.
3. November, 1860.
4. Persons from 15 to 40, who labor during the day, (mostly in our mills.)
5. First year, 200; average attendance, 140; teachers, 14. . Second year, 275; average attendance, 200; teachers, 25.
6. Volunteer teachers; not day school teachers, with two exceptions.

7. By special appropriation from city for rent of rooms and necessary expenses. Teaching gratuitous.

8. Satisfactory.

9. I handed your blank to our excellent city missionary, to be filled by him, as he has had charge of our evening schools. Our school committee have never assumed the control or responsibility in that department. The school has been eminently successful, and has commanded the devoted attention of competent volunteer teachers. Many, before unable to write at all, have been taught this art, so far as to write quite legibly. Reading, writing and arithmetic, have received almost exclusive attention, and very valuable instruction has been secured by those who otherwise could not have had the opportunity nor the means.

[LOWELL.—From J. H. McALVIN, *Secretary of the School Committee.*]

1. Yes.

2. Two—each keeping three evenings of every week in December, January and February.

3. In 1853. (See Mr. Wood's letter below.)

4. Mostly adults—none less than 15 years of age.

5. Unknown until 1860, when whole number 589 ; average attendance, 328 ; teachers, 9.

6. Mostly teachers from day schools.

7. From the appropriation made by city council.

8. The *good* results are incalculable.

9. "The evening schools, originally commenced by the Rev. H. Wood, under the auspices of the Lowell Missionary Society, and, for a series of years, managed solely by this gentleman, were last year taken in charge by the school committee, and are now recognized as a part of the school system. Rooms have been fitted up for their accommodation in the Mann and Green School buildings, and were kept open six evenings each week, during the winter months, after they were organized. Competent teachers were appointed, and paid for their services. Many of them were teachers in our day schools, which fact is a sufficient guaranty of their excellence. No inefficient teacher would undertake this extra labor. The good resulting from these schools is incalculable. Persons of fifteen years of age and upward, only, are admitted to them. After that age, young men and young women, who have had but scanty, if any school privileges, feel the want of those sterling branches of an English education—reading, writing, and arithmetic, and the following report of the attendance upon them shows in what estimation they are held by those who are at liberty to avail themselves of their privileges:—

	Principal.	Whole No.	Av. Attendance.
No. 1.	Mr. S. A. Chase,	81 boys.	51
" 2.	Mr. D. P. Galloupe,	87 girls.	67
" 3.	Mr. L. E. Shepard,	81 girls.	51
" 4.	Mr. A. Walker,	123 boys.	69
" 5.	Mr. L. W. Hixon,	132 girls.	58
" 6.	Mr. J. F. Frye,	85 boys.	32
Total,		589	328

"Of this number, five hundred and two attended to reading and spelling; five hundred and eighty-three to writing; five hundred and forty-three to written arithmetic; twenty to grammar; and one to algebra. The expense for instruction was \$253; for care of rooms, books, and incidentals, about \$150. Considering the lateness of the season when they were commenced, the attendance upon them was better than could have been expected.

"The assistant teachers in these schools were—No. 1, Misses A. L. Ellis and M. C. Gardner; No. 2, Misses H. Bradley and M. W. Bradley; No. 3, Misses M. E. Watkins and D. M. Huntoon; No. 4, Misses M. E. Watkins and S. G. Noyes; No. 5, Misses M. F. Eastman and Agnes A. Gillis; No. 6, Misses A. L. Howe and L. F. Howe.

"Examinations were made at the close of the term; the exercises were interesting, and in a high degree creditable to the industry of the scholars, and the interest and devotion of the teachers. No one can watch the operation of these schools, without being convinced of their great utility. A large number of scholars expressed regret that they could not be kept longer. A school started on Lawrence Street, or in Belvidere, would, it is believed, receive good encouragement. We particularly commend these schools to the special attention of our successors, and invite all interested in the general cause of education to visit and examine them."—*Report for 1860.*

I also subjoin a letter from Rev. HORATIO WOOD, the excellent city missionary of Lowell.

LOWELL, November 12, 1861.

HON. JOSEPH WHITE, *Secretary of the Board of Education:*

Dear Sir,—In compliance with your request, I submit to you a written statement of the success attending the establishment of free evening schools in Lowell.

Evening instruction for young persons at work during the day, and for adults, was commenced by me in November, 1854. It was at once evident that the plan met an existing want. Nearly 200 persons—many of them exceedingly ignorant—within three weeks joined themselves to the school.

The number of scholars increased to 356 in 1852, when two new schools were established, swelling the numbers of the pupils to 750. In 1855 the number of scholars reached to 1,000. In 1859—the year before the direct and entire assumption of evening school instruction by the city—the number lacked only ten of *twelve hundred*. The scholars were taught by sixty-four voluntary teachers, under one superintendence.

It may be asked whether the interest at the outset continued, and was evinced by a regular presence to the close of the session? The attendance upon our schools, when first established, was about sixty per cent. of the enrolled members, which was afterwards increased to seventy and seventy-five per cent. The attendance upon a school of this character is not always a criterion of its advantages. For many scholars have been known to pursue their studies diligently at home, deriving their impulse from the school, and resorting to it often enough to quicken their progress, and find relief from difficulties. A connection with the school, even imperfect, has given to some a new sense of dignity, and awakened a desire for more knowledge, and a general self-improvement. A considerable number of the scholars attended with regularity from the beginning to the end of the four months of the term. This portion of the school furnished the most striking examples of proficiency in study and of moral elevation.

In a communication of this nature, little beyond the outline benefits of our evening schools may be sketched, as an indication of the complete success of the movement. 1. The greatest existing ignorance in active life has been materially lessened. Hundreds have been taught to read, write, spell and calculate. Many who knew not their letters, are readers of our libraries. Those who never made a stroke with the pen, correspond with their friends through the post office. Those who made a cross in the Savings Bank, now write out their names neatly. In the books of one of the large manufacturing corporations, nearest to the original school, the number who could not write their names was reduced by the school from three hundred to thirty. 2. The effect of only a little education has been an increase of self-respect, a quickening of the powers of action, a management of the physical powers to more advantage, an easier triumph over difficulties, an increase of skill and of production. From the mills and workshops of the city, frequent testimony to this point has been proffered us. 3. The teachers are ready to testify to a great change which an attendance on the school for two or three years has wrought in the personal appearance, deportment, and moral character of uncleanly, disrespectful, and rough youth of both sexes. 4. A resumption of study by those who find the stock of knowledge and the power of thought early acquired, inadequate to the demands of life, and a resolute application to learn, could not but result in increased attainments, and prove the wisdom of affording the opportunity. 5. The kindling and rekindling of desires after useful learning, and the

direction of them, we have seen, after sixteen years of continuous observation, in numberless instances, to issue in a higher purpose of life steadily maintained, which will no doubt hold co-existent with immortality.

*A glance at the classes of persons who have resorted to evening schools for instruction, will deepen a sense of their utility and importance. They have been—

1st. Those from foreign lands, come to reside among us and be citizens, very many of them very ignorant; but in this country of universal education, feeling it a shame, and finding it adverse to their interest to continue so. The ignorant have poured in upon the land by hundreds of thousands, and are in every city and village.

2d. Those from the thinly settled districts of towns remote from centres of population, who have had scarcely any opportunity of school education, and now forced into the great avenues of business for a living and a rise, find many branches of profitable employment, and many positions of influence and usefulness, to which talent and worth entitle them, closed against them.

3d. Those who were too early drawn from school to work, and feel sensibly the want of more schooling.

4th. Those in adult life, desirous of adding to slender attainments, whose eyes are open to the folly of the early neglect of opportunity, and to the wisdom of improving it when offered again—believing in the sound maxim, “never too old to learn.”

Convinced that evening schools meet a great want, and are an invaluable agency in the extension of education and the supply of its deficiencies, I rejoice that the subject of the multiplication and the fostering care of them is about to be presented to the attention of the State by one who has, for many years, observed and inquired into the operation of these schools,—feeling that, if they could only be adopted as a part of the school system, be endowed, systematized, and guided to the highest results and greatest productiveness of which they are susceptible, no greater proof could be exhibited at present that the wisdom of the fathers is in the hearts of the children.

[LYNN.—From ALFRED OWEN, *Chairman of the School Committee.*]

1. I am sorry to be obliged to say that no efforts to that end have yet been made here.

I notice now in our papers an advertisement for an evening school, to be conducted by several young gentlemen of the city, but am not able to say what results have followed their efforts so far.

The school spoken of by Mr. Owen is in successful operation, the attendance being large, with a marked and increasing interest.

[MILFORD.—From Hon. W. BATTLES, *Chairman of the School Committee.*]

MILFORD, Sept. 18, 1861.

We are just in receipt of your "Series of questions relating to evening schools for adults," and hasten to reply. We do not maintain a system of evening schools for adults, though a year ago last winter we set up an evening school, and continued it for three months, three evenings a week; the school committee alternating with each other in teaching. The school assembled in a room in the Town House, and, as the committee made no charge for services, the school cost the town nothing.

The attendance for the first month was quite large—say about seventy. It soon began to fall off, as good order was enforced, until it reached about thirty. The school assembled under a notice that it would be open to all that were unable to attend the day schools, from the necessity of labor or a condition of ignorance in school studies so great as to exclude them from all schools except the primary—and too large to go there;—hence we had children of ages all the way from 9 years to 21; among them, many who belonged in day grammar schools. We used our influence to get these latter into the day schools, and in many instances successfully. Of those over 15 years old, who came to this school, there was only a small number who could not read and write both words and figures, and perform examples in the four simple rules of arithmetic,—thus being in possession of that elementary knowledge which evening schools are designed to give, and which with an industrious use of their time would increase unto a well stored mind—a useful education.

From considerations awakened by the establishment of this school, the committee were led to doubt, to say the least, the propriety and general utility of the plan of evening schools. They found that parents and guardians would take advantage of such schools to keep their children and wards at work, much to their injury, both physically and mentally, when they should be and could be at school, at least three months in the year, without their families suffering for the want of the proceeds of the labor of the children. And the committee were forcibly impressed with the conviction, that under a thorough and efficient system of evening schools, great mischief and harm would be done to the day schools, by draining them through the calls for labor and of pleasure and from truancy; and, through the indifference and carelessness of parents, many children would be left to their own choice as to which they would attend, the day or evening school; and with the day time before them with its allurements to play and sport, or easy labor, there can be but little doubt where the choice would, in too many cases, fall. Besides there is a bewitching attraction in the very name—"evening school;" it is so intimately associated with fun and frolic, as to make it the more popular of the two. From these considerations among others, the committee are of

the opinion that, as evening schools multiply and thrive, day schools languish.

In Milford, and this town is no better off than other manufacturing towns in the Commonwealth, there are but few families so embarrassed by poverty as to be unable to send, in turn, all their children to school a portion of each year.

We are pleased to remark, in this connection, that the cases are rare indeed where children between the ages of 8 and 15 are not able to read, write and compute by the four simple rules of arithmetic, as all the children at the proper age go into our Primary schools. Wherever this course is followed, there is no need of evening schools for adults to learn to read and write, as that knowledge is attained before they are large enough to work.

[NEW BEDFORD.]

1. Yes.

2. Two. From the first of October to the first of April, following.

3. December 22, 1848.

4. By domestics—by many of our colored population and Portuguese residents. Almost exclusively by those whose earlier education has been neglected, or who are unable to avail themselves of other facilities for education.

5. Last year the whole number in attendance was 113 males, average attendance, 28; 100 females, average attendance, 41. The number attending, and the average attendance in previous years, will not differ materially from this.

6. Teachers from the day school. A few others have been employed in past years.

7. From the school fund.

8. It is not easy to answer definitely. We think that they have been greatly useful. In many instances, *we know* that they have been. Many have learned to read, many have learned to write, who were previously utterly ignorant. Many have acquired knowledge sufficient for the ordinary relations of laborers in life, i. e., of reading, writing and arithmetic.

[NEWBURYPORT.—From E. S. MOSELEY.]

1. We do not, as a regular system.

2. There is one during the winter season, about 60 evenings.

3. It was organized about seven years ago.

4. It is a mixed school, composed in part of females.

5. One teacher; scholars vary in number, school beginning generally with forty and ending with twelve.

6. Sometimes from the grammar school.
7. It is supported by a fund left by the late Deacon Atkinson for that purpose.
8. A few only seem to appreciate the benefits which might be derived.

[NEWTON.]

1. No system.
2. One school was kept about three months, in a manufacturing village, during the winter of 1859-60.
4. Chiefly apprentices and mill hands.
5. Scholars—whole number, 40 ; average attendance, 20 ; teachers, 3.
6. Teachers from day school.
7. Special appropriation by the town.
8. Unsatisfactory.

[ROXBURY.—From J. SEAVER, *Secretary of the School Committee.*]

1. Yes.
2. One male and one female school, October to March.
3. 1849.
4. Mostly foreigners, between the ages of 15 and 50.
5. Average, 240 scholars, 30 teachers.
6. Principally others.
7. Last year, by appropriation from city treasury of \$500. Before, in part by private contributions.
8. Very satisfactory.
9. There is but one practical objection to evening schools for adults, and it is that some will keep young children at work, trusting their education in the future to evening schools.

The evening schools for adults have been, ever since their organization in this city, under the direction of the Hon. James Ritchie, the City Missionary, and the answers to your questions and suggestions were made by him.

[TAUNTON.—From T. J. LOTHROP, *Secretary of the School Committee.*]

1. An evening school for adults has been kept in this town during the last three winters.
2. There has been but one school. It has been kept three evenings in a week, from November to March.
3. It was first organized in the autumn of 1858.
4. It has been attended mostly by mechanics and by children, who are obliged to work during the day, and are not able to attend the day schools.
5. The whole number of scholars has been about 200, and the average

attendance nearly 100. The whole number of teachers about 25, and the average attendance perhaps 15.

6. The school has been taught by both teachers from the day schools, and others.

7. It has been supported by voluntary subscription.

8. The results have been very satisfactory. We think much good has been accomplished.

[SPRINGFIELD.—From JOSIAH HOOKER, *Chairman of the School Committee.*]

1. We maintain an evening school for adults during a portion of the year.

2. Only *one* as above, and during the winter season only, viz. : usually from the first week in December till about the middle of March.

3. The school was first begun, I think, as much as ten or twelve years ago.

4. Principally by persons of foreign origin, (mostly Irish,) consisting of day laborers, domestic servants, mechanics, apprentices, &c. ; about an equal number of the sexes. Pupils of the day schools are not, as a general rule, allowed to attend the evening school.

5. The whole number attending each season has been generally about 100, average attendance not far from 60. Last winter, the whole number was 92 ; average attendance, 62.

6. By two male teachers—one as principal, and the other as assistant ; in a few cases by teachers from the day schools, but generally by others.

7. At the expense of the city, by an appropriation made by the city authorities.

8 and 9. The results have been very beneficial. Many adults, who had not enjoyed the usual means of education in their youth, have eagerly seized this opportunity of supplying the deficiency, and have made commendable proficiency in the elementary branches of learning, so as to qualify themselves for the common business of life. In several instances persons who, on entering the school could neither read nor write, have in one season, learned to do both with considerable facility.

No part of our school appropriation has, I think, given more satisfaction in its results, than that assigned for the maintenance of this school.

[WESTFIELD.—From: Rev. E. DAVIS, D. D., *Chairman of the School Committee.*]

1. Yes.

2. One, for three months in winter.

3. About eight years ago by the benevolent efforts of individuals.

4. By Irish, mostly adults.

5. Average about 35.

6. By teachers of day schools or Normal scholars.

7. The town appropriates \$100 per year.

8. Many Irish girls out at service have learned to read and write, and the men have made progress in arithmetic.

[WORCESTER.—From J. D. E. JONES, *Superintendent of Public Schools.*]

1. Yes.

2. One, for two years past; two, during several preceding years. For four months following the first of December the school is usually in session.

3. I have no means of ascertaining even proximately, but should think twenty years at least.

4. Lads and young men who labor the rest of the year, including formerly many apprentices; also some girls who have no other opportunities to attend school.

5. For the year 1859—males, 61; females, 16; average attendance, 48; teacher, 1. 1860—males, 78; females, 35; average attendance, 59; teacher, 1.

6. The teacher of the day school for young men usually keeps the evening school. Both schools are for the same class of persons but not the same persons.

7. From the public school fund.

8. Not as satisfactory as could be desired, but still too valuable to be dispensed with.

9. The want of regularity in attendance, and the want of enthusiasm in study, often the result of divided duties; the interest given to the labor of the day is abstracted from the study of the night.

Nowhere, in this country, has the experiment of evening schools been more fully tried, and with more satisfactory results, than in the city of New York. Six schools were opened in that city in the fall of 1847, and continued to the middle of March, "for those whose ages or avocations are such as to prevent their attending the day schools established by law." The whole number of pupils registered was 6,976, and the average attendance was 2,190.

In 1853, when the public free schools of the city passed under the control of the Board of Education, the number of evening schools had increased to 25, with an attendance of 9,313, and an average attendance of 3,319; and was supported at the cost of more than \$17,000. The male pupils were engaged in 259 different employments, the female in 75.

The reports for the year 1860 give the number of schools as 44—23 for males, 19 for females, and 2 for colored persons. The

number of registered pupils was 16,059—the average attendance, 8,576. Cost of the schools, \$73,312. Fifteen per cent. of the pupils were over 21 years of age—some of the number being over 50; and thirty-six per cent. were between the ages of 16 and 21. The remainder was composed of younger persons, who, from orphanage, the extreme poverty of their parents, or other unfortunate circumstances were forced to spend the hours of daylight in labor.

The schools are in session five evenings in the week, from six to nine o'clock, and from the first of October to the middle of March, with a recess during the holiday week.

“They are largely taught by teachers of the day schools, selected with special reference to their fitness as instructors and disciplinarians.”

The branches taught are reading, spelling and definitions, writing, arithmetic, geography; and to the older classes, grammar, algebra, drawing, and history. Vocal music, compositions, and debates are also introduced.

The annual reports, made to the Board of Education by the superintendent and assistant superintendent of the public schools, and by the committee on evening schools, furnish ample proofs of their steady and rapid growth in efficiency and usefulness, and in the public favor, till they have assumed a permanent position among the educational institutions of the city.

The following extracts from these reports, are worthy of perusal, as throwing light upon the history, method, and results of the schools under consideration:—

“The fact being recognized that the necessity for labor on the part of many in early life compels them to abandon school education for the workshop, the store, or the street, in the effort to obtain a livelihood, perhaps to support an indigent and aged parent, a grave and earnest question should urge itself upon the mind of every reflecting man and woman. That question involves the whole scheme of evening school instruction, supplementary to that of the day school; but in real value an institution of a distinct and positive character, and filling a sphere altogether its own. The age, position, character, intellectual and social wants, and industrial relations of the subjects of evening school instruction, place this department of our schools on a broad and peculiar basis, claiming special care combined with all the ripened experience of able directors and instructors.

"Very many of the pupils of our evening schools are adults, whose minds have become more or less habituated to certain modes of thought, of action, and of utterance.

"From the associations which surround them in their workshops, and the nature of their employments, they are altogether shut out from the influences and the atmosphere of literary culture. * * * *

To compensate for these disadvantages, and in some measure to train and develop those refining and aspiring principles which exist in the soul, to break off the obtruding angles, so to speak, which mar the symmetry and loveliness of a true character, and to give the thousands of operatives an inspiration of a nobler kind than can be found in amusements and habits which are useless, if not pernicious, is the object of evening schools.

* * * "The experiment of establishing evening schools was not hazarded without mature deliberation on the part of the founders of these schools. The experience of seven years has demonstrated the vast advantages of these institutions, and the experiment has become a beneficent reality. * * *

"We anticipate that our evening schools are henceforth to be one of the most inviting fields of usefulness and honor in the city. The Board can bestow a great share of liberality upon them, with the confident belief of its winning the gratitude of thousands."—*Report of committee on evening schools, 1854.*

"The evening school is one of the best means yet known to reach those, who, without it, would scarcely ever be taught the first rudiments of mental discipline. It is believed to be a reasonable estimate, that seven-tenths of those who attend our ward schools, would, without them get *some* school education; while on the other hand, of all who now attend the evening schools, not three-tenths would under any circumstances have such privileges. * * *

* * * "Care has been taken to make them attractive to adults, and the marked success with which such efforts have been attended, is shown by the steady increase in the numbers of this class. In almost every school, the attendance of those over twenty-one years of age is greater than ever before, and the observations of your committee, as well as the reports of instructors, testify to the fact that no classes are more attentive, obedient, and improving."—*Report, 1856.*

"The steady increase of attendance, from the opening of the first evening school, (in 1847,) has been such as to fully meet the expectations of all who take an interest in the intellectual and moral advancement of the working classes. The benefits derived by the recipients of the instruction imparted in our evening schools, are incalculable. * * *

* * * "Men, who for the greater part of their lives have been groping in ignorance—to whom knowledge has been as a sealed book—have been taught in our evening schools to read and write, and indeed to advance in the higher branches of study and science. Minds have been developed that have exhibited natural powers of a superior grade."—*Report, 1857.*

* * * "Those who attend of more mature years, devote most of their time to their studies, and the improvement made by them is often worthy of commendation. Hundreds of these learn to read, spell, and write in a single session, and testify their joy at their success in a manner which is truly encouraging to the heart of the faithful and devoted teacher. * * *

* * * "In the higher classes of the female schools many were found to be most excellent in reading, spelling, definitions, and writing, comparing favorably with some of the higher classes of the grammar departments. * * *

* * * "In pursuance of a custom long since established, the larger scholars of our male schools have employed a portion of an evening, at the close of the week, in literary exercises, which have taken place in the presence of the school. Very excellent compositions have been written, and the recitations delivered have often exhibited good taste in their selection, and great skill in their execution. There were also debates upon useful questions. * * * Excellent thoughts, however roughly expressed, were thus brought forth, and boys unaccustomed to reflect, were compelled to exercise the powers of thought, and those unused to reading were led to habits of study."—*Report, 1858.*

"It is evident to a careful observer that the very best teachers should be appointed for these schools. Those who attend have but little time to learn, and he or she who pretends to act the part of an instructor, should not only be thoroughly conversant with all the branches taught, but likewise possess the important requisite of being able to impart information in the easiest, clearest, and most effective manner. * * *

* * * "In many schools the adult classes are unusually large, and as the members of these usually enter our schools fully impressed with the conviction that the blessings therein received are essentially necessary to their future usefulness in life, they attend with great regularity, listen respectfully, and the improvement made by them in their studies is encouraging to them and to their teachers. Nearly two thousand persons of both sexes, over the age of twenty-one, were registered members of the adult classes during the present term.

* * * "Could the thousands of both sexes who have been pupils, and have improved the opportunities afforded them, and are

now valuable members of the community, only testify with one voice their gratitude for the inestimable blessings which these schools have conferred upon them, it would then be seen that the money expended and the time occupied in carrying out the wishes of the Board, have been judiciously employed."—*Report*, 1859.

Evening schools have likewise been founded, and are now in successful operation in Brooklyn, Providence, and in most of the principal cities of the Northern States.

In Providence an excellent system is in successful operation, as will appear from the following letter of Edwin M. Stone, minister at large.

"Evenings chools were commenced in this city in 1842, under the auspices of the ministry at large, to meet a class of wants then existing that were not supplied by the day schools. The minister at large, and the teachers in his Sunday school, in their daily walks among the poor, found that a very large number of children and youth of both sexes did not attend the public schools—some because they were destitute of decent clothing, others because their parents were too poor to dispense with the income derived from their labor, and others because they were unwilling to betray their deficiencies before pupils farther advanced, though younger than themselves. These classes were gathered into an evening school from winter to winter, for thirteen years, with gratifying success. In the meantime public attention was drawn to this class of schools, and in 1849 they were opened by the city, and, with the exception of two years, have been continued to the present day. In 1856 they had attained a popularity and usefulness that authorized their recognition as a part of our public school system. Many who at the beginning doubted their utility, and looked upon them as impracticable, are now numbered among their fast friends,—a result in the highest degree gratifying to those by whom they were originated, and who in securing for them a place in the popular sympathy, bore the heat and burden of the day.

The schools this winter are six in number, conducted by six male principals, and fourteen female assistants, all of them teachers in the public schools. Five of the principals are grammar masters, and one master of the classical department in the High School. It has been found by experiment that these schools need the best teaching talent, and that under such instruction, combining with it the philanthropic element, prosperity is sure. The whole number of pupils entered is 1,000, and the average attendance 700. The attendance has been more irregular than usual, in consequence of the war excitement. Enlistments have taken many from the school. The ages of pupils vary from 12 to 50 years. They are largely operatives, and none are admitted who can attend the day schools.

The schools are supported from the public treasury, at an expense of less than one dollar per scholar for a term of three months. They are more successful than at any former period, under municipal arrangement. In regard to their utility in our populous cities and manufacturing villages, there can be but one opinion among those who are familiar with the social condition of the laboring classes. In a letter addressed to Hon. Elisha R. Potter, then State School Commissioner, on this subject, in 1852, I said : ‘Evening schools should be established in every village, for the benefit of its juvenile operatives, and of all others who need their advantages. It is not merely the dictate of philanthropy, but of enlightened policy, to encourage in such the spirit of intellectual culture—never, indeed, losing sight of their moral and religious development. Intelligence is essential to the growth of the morals of the young, as it is to the improvement of their manners ; and to permit a generation to grow up among us without education sufficient to qualify them to transact ordinary business, or to give them correct ideas of our political institutions, is to violate a principle upon which their permanency rests.’ The observation of ten years has confirmed me in the correctness of these views, and the results of evening school instruction in this city are such as to warrant liberal annual expenditures for their continuance.”

Their results are declared to be most beneficial to the persons attending them, and most satisfactory to the city in the marked reduction of poverty and crime which they have effected.

England also furnishes a noble example, in the institution of evening schools of various grades, of her efforts to educate her working classes.

In 1858 it was estimated that there were in England and Wales 2,036 evening schools, distributed through every county in the kingdom, with 80,966 scholars, ranging from 53 in Radnor to 15,263 in Lancaster, in which reading, writing, and arithmetic were taught. But not only to the mere laborer is evening instruction made accessible and useful. “The evening classes in King’s College, London ; the evening classes for young men in the city of London ; the classes in connection with the London Mechanics’ Institution ; and the Working Men’s College, in which in all about 2,000 students enjoy the benefits of a superior education in the evening, are admirable examples of the adaptation of this class of schools to the wants of society.”

Large evening classes of adult persons of both sexes are taught in the seven other working men’s colleges which have been established in different parts of the kingdom within the last twenty

years; and great numbers of children are admitted to similar classes in the numerous mechanics' institutes in the manufacturing districts, of which there are in Yorkshire alone 138 institutes, with 24,600 members, and 7,699 children in the classes.

From the foregoing statements we are warranted in the following conclusions:—

1. That in our cities and large towns, especially those which are the seat of extensive manufactures, there exists a large class of persons, both children and adults, who, from various causes, have been and are shut out from all school privileges, and are subject to the varied misfortunes and disabilities which ignorance ever entails.

2. That this class is practically beyond the hope of aid from the Common Schools, and must remain an abnormal and disturbing element in our social system, and continue to inflict upon it the numerous evils of which ignorance is the prolific parent, unless reached by some other and more fit instrumentality.

3. That the success which has followed the experiments already made, points to Evening Schools as a beneficent agency for securing the end desired, and affords ample encouragement to organize them for uneducated adults, wherever they are found in sufficient numbers to justify the effort.

4. That these schools should be made a part of the school system, supported at the public expense,—placed under the control of the school committee; and be instructed by teachers of the largest experience, those most thoroughly imbued with the spirit of their calling, whose skill and patience can untwist the cords of evil habits, and inspire the freed minds of their pupils with a noble ardor and courage to walk in the higher paths of knowledge, discipline, and virtue which are open before them.

5. That to guard against any influence which Evening Schools might have in tempting parents to keep their children from the Day Schools for selfish purposes, none under the age of fifteen should be admitted as pupils, except in cases of pressing need, and at the same time a rigid enforcement of the truant laws, and of the law respecting children employed in manufacturing establishments, should be insisted on.

Let these schools be established in sufficient numbers, and with adequate equipments to meet the wants of such of our communities as need them; and let them receive that cordial sympathy

and liberal support which is so freely bestowed upon the Common Schools and which their importance seems to deserve, and they cannot fail of doing much to remove from society that lower stratum, of which ignorance is the primitive formation, and from which comes much of the improvidence, unthrift, poverty, and most of the vices and crimes which we deplore, and concerning which the annual reports from our alms-houses and prison-houses give most painful testimony.

They will supplement and complete the work which our school system aims to do, but cannot now fully accomplish—a work no less than that of giving to every son and daughter of the Commonwealth, however humble, as a common right and at the public charge, that education which shall fit each for the intelligent discharge of the high duties of citizenship in a free State.

This Report has been so extended that but short space is left for remark upon a single topic respecting school instruction, which has been suggested by the perusal of the reports of the school committees.

Before proceeding, however, to this topic, I beg leave to call attention to the abstracts of these reports which are printed in the Appendix. No more pleasant or instructive service have I been called to perform than that of making these abstracts. The only difficulty experienced has been that of making a selection when all was so worthy of acceptance.

Many of these reports are replete with reasonings and suggestions of the highest value; and the reading of them has impressed me with the evidence they furnish of the vast amount of cultivated intellect and practical experience which the management of our public schools brings into requisition.

Among the many topics of discussion in these reports, none has received more earnest attention than the importance of greater thoroughness of drill in spelling and reading. So frequent and so pointed are the animadversions on the failure to give thorough instruction in these, particularly in spelling, that the impressions which my own limited observation had forced upon me, are painfully confirmed, that a serious and wide spread deficiency in this particular exists in our schools.

Entertaining the opinion that a more careful, systematic and exhaustive study of our language, as the depository of the noblest

modern literature, and as the living speech of one of the most important branches of the human family, is demanded in our literary institutions of every grade, I cannot but regard the failure to give all needful instruction in its humblest elements as worthy of serious consideration.

That correct spelling is necessary to good reading, and that both are essential to accurate thinking and expression and therefore the fundamental elements of good scholarship, is a truth so universally acknowledged that any discussion of it would be a waste of time. Nor is it less generally admitted that the art of spelling correctly must be acquired, if at all, in the earlier years of school life, and that no effort in later years will make full amends for the failure to improve this period.

Moreover, the importance of thorough training in this branch has never been more earnestly insisted on, both in public lectures and in educational treatises and periodicals, than at the present time; and never have the methods of teaching been better understood.

To what cause or causes, then, shall we attribute the neglect in question?

Much, doubtless, may be charged to the anxiety of parents to hurry their children through the different stages of school life in the shortest possible time,—sometimes to gratify an unwise pride in their precocious attainments; and often to introduce them, at the earliest moment, into the active pursuits of business. The evil effects of this feeling are not unfrequently witnessed in those towns where the schools are graded, in the undue haste with which young children are urged through the Primary School, where spelling and reading are principally taught, into the higher school.

Something may also be due to the large increase of the branches of study at the present time, over those taught in former years. Science, with her numerous departments, each reduced to the language, if not to the comprehension of childhood, knocks stoutly at the doors of the school-room; and it would not be strange, if even the experienced and judicious teacher should sometimes yield to the pressure, and hasten over or turn aside from, the dusty, long-trodden paths, into the more ambitious and inviting ones thus opened before him.

Surely it is altogether a more agreeable task, on the examination day, to present to admiring parents and friends a class of

tyros who can babble fluently the facts and formulas of an abstruse science, rather than one whose chief claim to favorable notice is the accuracy with which its members can arrange into syllables the every day words of our common vernacular.

But, whatever may be the cause, the fact is indisputable, that less attention and effort are bestowed upon the acquisition of the elements of our language at the present than in former times. However humble this matter may appear to be, it nevertheless claims the earnest attention of all those whether parents, teachers, or committees, who are concerned in the management of our schools. Sad indeed will it be, if the introduction of improved methods of teaching, the increase of scientific knowledge, and the multiplying of educational appliances, shall conduce to the permanent neglect of the most vigorous and thorough training in the noble speech which we have inherited, together with our liberties and laws, from the fathers.

Let me not be misunderstood. I am no enemy to improvements in any and all the departments of public instruction. I am not ambitious of being counted with the fearful few, who with averted face look only to the hoary past for any thing good. Rather would I, while yielding up no tittle of that which has substantial worth in the methods and systems of the past, hail with a full heart every step in a higher progress. Nor would I oppose the introduction into our schools of any branch of useful science. No matter how many of these; no matter how wide the domain we possess, provided always that additional and higher branches are only entered upon as the lower are more completely mastered,—always following the order so beautifully set forth by the Great Teacher, “First the blade, then the ear, after that the full corn in the ear.”

It has not been my purpose to discuss this subject at length, or to treat of the most approved methods of teaching the branch in question; but rather to second the efforts of town committees in directing attention to it. I leave it, therefore, with an earnest appeal to parents and teachers to spare no pains, and to leave no effort untried to restore this humble but indispensable study, to its rightful place, and so prevent the incoming of the day when correct spelling in our public schools shall be counted among the “lost arts.”

Summary of Statistics for 1860-61.

Number of towns in the Commonwealth,	334
Number of towns making returns, (all excepting Tolland,)	333
Number of School Districts,	2,607
Number of Public Schools,	4,561
Increase for the year,	64
Number of persons in the State between five and fifteen years of age, May 1st, 1860,	231,480
Increase for the year,	7,766
Number of scholars of all ages in all the Public Schools in summer,	212,786
Increase for the year,	4,847
Number of scholars of all ages in all the Public Schools in winter,	220,010
Increase for the year,	2,676
Average attendance in all the Public Schools, in summer,	166,714
Increase for the year,	3,929
Average attendance in all the Public Schools, in winter,	175,035
Increase for the year,	453
Ratio of the mean average attendance to the whole number of children between five and fifteen, expressed in decimals, . . . . .	.74
Number of children under five, attending Public Schools,	10,104
Decrease for the year,	324
Number of persons over fifteen,	24,900
Increase for the year,	1,545
Number of teachers in summer; males, 429; females, 4,793; total,	5,222
Increase of males, 5; females, 116; total,	121
Number of teachers in winter; males, 1,498; females, 3,845; total,	5,343
Increase of males, 14; females, 119; total increase, 133	
Number of different persons employed as teachers in Public Schools during the year; males, 1,573; females, 5,841; total,	7,414
Increase for the year,	174
Average length of the Public Schools, eight months.	
Increase for the year,	2 days.

Average wages of male teachers per month, including board,	\$47 71
Decrease for the year,	\$2.85
Average wages of female teachers per month, including board,	\$19 95
Decrease for the year,	\$0.03
Amount raised by taxes for the support of Public Schools, including only wages, board, fuel, care of fires and school-rooms,	\$1,475,948 76
Increase for the year,	\$47,472.74
Income of surplus revenue and of similar funds appropriated for Public Schools,	\$7,062 44
Amount of voluntary contributions of board, fuel, and money to maintain or prolong Public Schools, and for apparatus,	\$30,971 01
Increase for the year,	\$1,312.87
Income of local funds appropriated for academies and schools,	\$49,904 53
Amount received by cities and towns as their share of the income of the State School Fund,	\$45,807 15
Amount paid for superintendence of schools and printing of school reports,	\$53,034 40
Aggregate returned as expended on Public Schools alone, exclusive of expense of repairing and erecting school-houses and of the cost of school-books,	\$1,612,823 76
Increase for the year,	\$47,720.01
Sum raised by taxes (including income of surplus revenue) for the education of each child in the State between five and fifteen years of age—per child,	\$6 41
Decrease for the year,	\$0.01
Percentage of the valuation of 1860, appropriated for Public Schools, (one mill and sixty-five hundredths,) . . . . .	.001-65
All the towns in the State making returns, except one which has a large local fund, have raised more than the amount (\$1.50 per child between five and fifteen) required by law as a condition of receiving a share of the income of the State School Fund.	
Number of towns that have raised by tax the sum of \$3 or more, per child, between five and fifteen,	300
Increase for the year,	10

Number of High Schools in which the Latin and Greek Languages are taught,	105
Number of incorporated academies returned,	63
Average number of scholars,	3,425
Amount paid for tuition,	\$84,379 00
Number of Private Schools and Academies,	638
Estimate average attendance,	16,401
Estimated amount paid for tuition,	\$349,533 43

The manner of estimating the percentage of attendance has been the subject of frequent discussion, especially among teachers. The object of the statistics obtained by the Board on this subject is to ascertain, as far as possible, the amount of absenteeism on the part of those who rely on the public schools for school instruction. It is a sad fact that so many persons of the proper school age neglect to attend upon these schools, although they have no other means of education. In order to learn the extent of this great evil in our Commonwealth, it is necessary that the returns should furnish the means of information. But this object cannot be attained by comparing the actual daily attendance upon the schools with the whole number continuing to belong to the schools during the entire term or number of sessions. This would leave out of the account a large number who have only a short connection with the schools, and whose irregular or brief attendance constitutes a large part of the absenteeism, often needless and in its worst form,—a fruitful source “of incipient crime.” The public mind still needs to be awakened to a just view of the extent of the evil and the pernicious influence it exerts. For this purpose the people need primarily to know the actual attendance, not as compared with the whole number *belonging* to the schools, but with the whole number *entering* them, and who ought to continue in them, with some exceptional cases of detention by sickness or imperative necessity.

In a large proportion of the rural towns, nearly or quite all children of the usual school age not attending private schools, become connected with the public schools for a longer or shorter period during the year, and therefore the number entering the schools is nearly or quite equivalent to the entire school population, excepting those in private schools. In very many towns and in some cities there are at present no private schools. As the

public schools have been advancing, the number of private schools and the attendance upon them have been diminishing. Now to compare the actual attendance upon the public schools with the whole number of pupils entering the schools, as provided for in the school registers, obtains a result which is the nearest practicable approximation to the entire non-attendance upon the public schools, and this is precisely the result sought for by the Board.

It may, however, be desirable and quite important for individual and local purposes, that teachers should obtain the average attendance in the method originally adopted by this Board—comparing the actual attendance with the whole number who may be considered each week as belonging to the school. This would present an average undiminished by late admissions or by withdrawals from the school, for which the teacher may not be in fault; and an average so obtained may be a deserved testimony to the success of the teacher and the merit of the pupils. Such results, if just and accurate, inserted in the school reports of the several towns and cities, would probably exert a salutary influence upon the schools by affording an opportunity for mutual comparison and a healthful rivalry. But this particular and local end, important as it may be, cannot be a proper substitute for the more general object aimed at by the State returns. It is also in accordance with this general object, that in the graduated tables annually published the mean average attendance is compared, not with the number belonging to the schools, nor even with the whole number who have entered them, but with the entire number of persons in each town between five and fifteen years of age.

The record for absence and tardiness in all the schools ought now to be kept for each half day, wherever two daily sessions are held. This is already the general practice, but not hitherto required in our registers: it should be the uniform and only method. In former years, when two hundred scholars or more were gathered in large study-rooms, with small ante-rooms for recitation only, there may have been some ground for the plea that the labor of recording every half day's absence would be too burdensome. But comparatively few such schools now remain. The style of school architecture has been widely changed. An appropriate number is placed in smaller rooms or departments under single teachers. In the largest schools now to

be found, the time required for the record is amply compensated by its influence in increasing the regularity and punctuality of attendance.

Annual school returns from the several cities and towns were first required by law in an Act "to provide for the instruction of youth," passed in March, 1827. This Act made it the duty of school committees to send annual returns to the Secretary of the Commonwealth, in the month of June, of the state of their schools during the year ending on the first of May preceding. Accordingly the first returns received were in 1828, and were for the school-year 1827-8. The legislature having prescribed no penalty for a neglect of this provision, it was entirely disregarded by many, and, in some years, by a majority of the towns. The number complying with the requisition increased till regular annual returns were effectually secured by the establishment of the School Fund in 1834, and especially by a provision in the Revised Statutes of 1836, that, "No apportionment of the School Fund shall be made to any town which shall have failed to make school returns for the year next preceding the time of such apportionment."

The first abstract of school returns prepared and published under the direction of the Board of Education, and the superintendence of its Secretary was "for 1837," and presented to the legislature in January, 1838. Previously the abstracts had been prepared in the office and under the direction of the Secretary of State and printed in a quarto form.

For several years after the returns were required by statute, they were so incomplete and inaccurate, that they did not exhibit a correct view of the schools of the State and were comparatively valueless. On this account, satisfactory conclusions respecting the progress of our school system cannot be derived, by comparing with the earliest returns the results obtained by the more complete and perfect returns of subsequent years. For the last twenty years the returns have been much improved in fulness and accuracy, and for ten years past, they probably have not been surpassed, in completeness and correctness, by statistical reports made to any department of the State under authority of law.

The advance of the public schools of the State, so far as such advance can be shown by the statistical returns of school committees, from the organization of the Board of Education to the present time, is exhibited in the following tabular statements:—

Aggregate of Annual School Returns for the State, from April, 1837, to the School-year 1850-51, inclusive.

Y E A R S.	No. of Public Schools.	No. of Scholars of all ages, in all the Schools.		Average attendance in the Schools.		No. of Persons between 4 and 16, or 5 and 15.	No. of Persons attending School under 4 or under 5.	No. of persons attending school over 16, or over 15.	Ratio of mean average attendance to number of persons between 4 and 16 and 5 and 15.	Avg. length of Schools in months and days.	No. of Teachers, including Summer and Winter Terms.		Average wages per month.	
		Summer.	Winter.	Summer.	Winter.						Males.	Females.	Males.	Females.
Five Years.	1837,	122,889	141,837	94,956	111,520	177,053	Under 4.	Over 16.	4 and 16.	6-25	2,370	3,591	\$25 44	\$11 38
	1838,	-	-	-	-	-	-	-	-	-	-	-	-	-
	1838-9,	122,330	148,628	93,814	116,855	182,191	-	-	.57	7-4	2,411	3,825	31 90	12 32
	1839-40,	124,354	149,222	92,698	111,844	179,968	7,844	11,834	.57	7-10	2,378	3,928	33 08	12 75
	1840-41,	131,761	155,041	96,892	116,308	184,392	7,823	9,032	.60	7-16	2,401	4,112	33 80	12 81
Ten Years.	1841-2,	133,448	159,056	96,525	117,542	185,058	7,224	11,563	.58	7-18	2,500	4,282	32 22	12 78
	1842-3,	138,169	161,020	98,316	119,989	184,896	7,337	12,526	.59	7-17	2,414	4,301	32 11	12 82
	1843-4,	147,405	169,191	104,553	122,337	192,027	7,083	12,393	.59	7-22	2,529	4,581	31 78	12 72
	1844-5,	149,189	169,977	106,941	125,259	194,984	6,997	11,572	.59	7-25	2,523	4,774	32 11	13 08
	1845-6,	153,459	174,270	110,108	128,084	203,877	6,018	11,589	.58	7-25	2,585	4,997	31 76	13 15
	1846-7,	160,952	178,776	121,439	139,655	209,919	4,782	10,612	.62	7-25	2,437	5,238	32 46	13 60
	1847-8,	165,132	185,000	123,046	143,878	214,436	3,656	9,977	.62	7-22	2,424	5,510	33 05	14 13
	1848-9,	173,659	191,712	126,502	142,967	215,926	3,326	10,452	.62	7-24	2,426	5,737	34 02	14 19
	1849-50,	176,344	194,403	128,815	149,609	†5 and 15. 193,232	Under 5. 17,782	Over 15. 18,208	.72	7-12‡	2,442	5,985	34 89	14 42
	1850-51,	179,497	199,429	132,422	152,564	196,536	17,752	20,996	.72	7-14	2,432	6,262	36 29	15 29
Increase—10 yrs		47,736	44,388	35,530	36,256	-	-	-	-	-	59†	2,150	2 49	3 48
" percent.		36	29	37	31	-	-	-	12	-	-	52	-	-

* There were no returns during this year. By a change in the statute the next returns after Nov. 1837, were in April, 1839, which were for the school-year 1838-9.

† In 1849 the law was changed, requiring a census of person between 5 and 15 instead of 4 and 16 as formerly.

‡ Since 1849, only the time during which the schools have been actually kept, exclusive of vacations, has been included in the abstract, allowing 20 or 22 days for a school-month, according to the actual custom of the cities and towns. Previously a different method was adopted, which accounts for the apparent reduction in the length of schools in 1849-50.

SECRETARY'S REPORT.

103

Aggregate of Annual School Returns—Continued.

Y E A R S.	Amount raised by taxes for support of Schools	for wages, board and fuel.	Income of funds given which towns can appropriate for any municipal purpose, as surplus revenue.	Total of money raised by tax and income of such funds.	Sum per child between 4 and 16, and 5 and 15 years of age.	Vol'ty contributions for public schools.	Income of State School Fund paid to towns.	No. of incorporated Academies in operation.	Average number of Scholars in incorporated Academies.	Tuition in incorporated Academies.	Number of unincorporated Academies and Private Schools.	Average number of Scholars in unincorporated Academies and Private Schools.	Tuition in unincorporated Academies and Private Schools.
1837,	\$387,124 17		-	-	4 and 16. \$2 19	\$48,301 15	\$19,256 79	-	-	-	-	-	-
1838,	*		-	-	-	-	-	-	-	-	-	-	-
1838-9,	447,809 96		-	-	2 46	31,934 88	35,806 03†	73	3,509	\$54,113 69	1,100	24,548	\$270,462 80
1839-40,	477,221 24		-	-	2 66	37,269 74	27,198 35	78	3,701	57,458 59	1,308	28,635	241,114 20
1840-41,	491,015 23		\$9,529 48	\$500,544 71	2 71	37,743 34	31,602 77	80	3,825	56,538 89	1,388	31,794	259,123 87
1841-2,	516,051 89		10,359 64	526,411 53	2 84	39,374 90	24,687 31	75	3,805	57,287 79	1,281	28,422	251,779 10
1842-3,	510,590 02		6,625 95	517,215 97	2 59	35,884 02	18,199 86	71	3,379	51,778 01	1,268	26,611	234,552 48
1843-4,	548,470 67		9,726 56	558,197 23	2 91	37,951 90	29,650 99	72	3,760	54,819 79	1,238	25,850	238,789 72
1844-5,	576,556 02		9,167 50	585,723 52	2 99	36,338 02	22,007 86	66	3,939	51,264 07	1,167	26,762	236,768 09
1845-6,	610,902 13		8,392 99	619,295 12	3 04	38,957 97	37,502 07	67	3,726	53,642 49	1,091	24,318	224,021 73
1846-7,	662,870 57		8,298 70	671,169 27	3 14	35,722 92	34,649 90	67	4,220	60,260 04	1,150	26,785	247,756 12
1847-8,	754,943 45		4,868 88	759,812 33	3 54	35,894 60	34,366 76	67	3,862	61,308 25	1,096	27,216	245,848 59
1848-9,	830,577 33		5,483 36	836,060 69	3 87	35,231 64	34,878 33	64	3,864	61,694 97	1,047	27,583	240,780 79
1849-50,	864,607 85		8,714 67	873,382 52	5 and 15. 4 52	34,704 31	37,610 51	67	3,717	57,444 30	845†	19,534	261,241 92§
1850-51,	915,839 53		9,997 76	925,837 29	4 71	39,652 07	41,462 54	69	4,154	65,612 65	785	16,658	266,312 32
Increase—10 yrs	424,824 30		468 28	425,292 58	2 00	1,908 73	9,859 77	-	-	-	-	-	-
" " " " "	87		-	85	-	-	31	-	-	-	-	-	-

* See Note on previous page. † Income for one year and a half. ‡ The inquiry in blank form was changed so as not to include "schools kept to prolong public schools." § Sum increased because returns were more complete.

Aggregate of Annual School Returns from 1851-2 to 1860-61, inclusive.

Y E A R S.	Number of Towns.	No. of Public Schools.	Number of all ages in all the Public Schools.		Average Attendance.		Number of Persons between 5 and 15 years of age.	Ratio of mean average attendance to No. between 5 and 15.	Number under 5 attending Public Schools.	Number over 15 attending Public Schools.	Average length of Public Schools in months and days.	No. of Teachers in Summer.	
			Summer.	Winter.	Summer.	Winter.						Males.	Females.
Returns for State in 1851-2,	325	4,056	185,752	199,183	136,309	152,645	202,880	71	18,260	21,695	7-15	369	3,973
" " 1852-3,	328	4,113	187,022	202,081	140,482	155,716	204,705	72	17,514	22,362	7-14	302	4,125
" " 1853-4,	328	4,163	186,628	199,447	141,226	154,277	206,625	72	16,093	21,609	7-16	374	4,172
" " 1854-5,	331	4,215	189,997	202,709	143,973	157,657	213,934	74	15,601	21,877	7-16	375	4,262
" " 1855-6,	331	4,300	198,746	209,036	151,621	162,580	222,853	70	14,969	21,612	7-16	381	4,379
" " 1856-7,	332	4,360	195,881	203,031	150,375	158,579	221,478	70	13,608	22,857	7-15	381	4,462
" " 1857-8,	332	4,421	199,792	218,198	154,642	175,526	223,304	74	12,370	16,894	7-13	383	4,510
" " 1858-9,	333	4,444	204,925	111,388	160,108	166,520	220,379	74	10,903	23,607	7-17	394	4,612
" " 1859-60,	334	4,497	207,939	217,334	162,785	174,582	223,714	75	10,428	23,355	7-18	424	4,677
" " 1860-61,	334	4,561	212,786	220,010	166,714	175,035	231,480	74	10,104	24,900	8-00	429	4,793
Increase or decrease in 10 years,	13	574	33,289	20,581	34,292	22,471	34,944	2	*7,653	3,904	6	84	917
Increase, per cent., . . .	-	14	18	10	26	15	18	2	*43	19	-	24†	24

* Decrease.

† Increase owing mainly to the increased number of High Schools.

Aggregate of Annual School Returns from 1851-2 to 1860-61—Continued.

YEARS.	Number of Teachers in Winter.		Number of different persons employed as Teachers.		Total.	Average wages of Male Teachers, including board.	Average wages of Female Teachers, including board.	Amount raised by tax for support of Public Schools,—wages, board, fuel, and care of fires and school-rooms.	Amount of surplus revenue appropriated for Public Schools.	Total, including tax and surplus revenue.	Amount of voluntary contributions.
	Males.	Females.	Males.	Females.							
Returns for State in 1851-2,	2,085	2,483	2,150	4,856	7,006	\$37 26	\$15 36	\$910,216 04	\$11,316 38	\$921,532 42	\$39,778 87
" 1852-3,	1,971	2,713	2,068	5,007	6,075	37 00	15 41	963,631 25	10,677 45	974,308 70	39,273 64
" 1853-4,	1,840	2,891	1,932	5,166	7,098	37 76	15 88	1,013,472 26	10,698 45	1,024,170 71	38,061 30
" 1854-5,	1,739	3,071	1,809	5,325	7,134	41 45	17 29	1,137,407 76	9,491 67	1,146,899 43	37,776 09
" 1855-6,	1,688	3,223	1,768	5,385	7,153	43 05	18 52	1,213,953 55	8,643 65	1,222,597 20	38,529 07
" 1856-7,	1,598	3,463	1,690	5,498	7,188	46 63	19 17	1,283,427 75	7,543 78	1,290,971 53	38,064 28
" 1857-8,	1,598	3,482	1,691	5,493	7,184	49 87	19 63	1,341,252 03	7,440 47	1,348,692 50	35,324 11
" 1858-9,	1,629	3,568	1,669	5,575	7,244	48 90	19 02	1,390,382 34	7,852 47	1,398,174 81	29,309 41
" 1859-60,	1,484	3,726	1,556	5,684	7,240	50 56	19 98	1,428,476 02	7,217 15	1,435,693 17	29,658 14
" 1860-61,	1,498	3,845	1,573	5,841	7,414	47 71	19 95	1,475,948 76	7,062 44	1,483,011 20	30,971 01
Increase or decrease in 10 years,	*589	1,459	*565	988	423	11 42	4 70	560,109 23	*2,935 32	557,173 91	*8,681 06
Increase, per cent., . . .	*28	61	*26	20	57	31	31	61	—	60	—

* Decrease.

Aggregate of Annual School Returns from 1851-2 to 1860-61—Concluded.

Y E A R S.	Amount received from State School Fund.	Aggregate expended on Public Schools for wages, fuel, care of fires and school-rooms, and superintendence.	Amount raised by taxes, (including surplus revenue,) per child between 5 and 15.	Per cent. of valuation appropriated to Schools.	No. of towns which raised twice the sum required by law, (\$3.00.) per each child between 5 and 15.	Number of incorporated Academies.	Average No. of Scholars.	Tuition.	No. of Private Schools.	Estimated average attendance upon Private Schools.	Estimated amount of tuition in Private Schools.	Amount expended on Public and Private Schools, exclusive of cost of school edifices and school books.	No. of High Schools.
Returns for State in 1851-2,	\$44,066 12	\$1,036,646 32	\$4 54	\$.001-54†	180	71	4,220	\$82,580 29	749	16,131	\$231,967 28	\$1,351,193 89	-
" 1852-3,	44,067 11	1,072,310 36	4 76	.001-63	209	64	4,062	74,283 86	763	18,363	219,036 78	1,387,559 37	-
" 1853-4,	46,908 10	1,140,132 68	4 96	.001-71	225	66	4,142	85,322 90	674	17,322	244,290 72	1,481,560 03	76
" 1854-5,	48,611 04	1,266,436 42	5 36	.001-92	244	71	4,716	82,496 10	646	17,571	271,290 06	1,620,222 58	-
" 1855-6,	46,808 54	1,344,304 91	5 48	.002-04	263	70	4,708	83,763 66	701	18,909	295,610 62	1,763,723 74	-
" 1856-7,	44,824 33	1,410,989 20	5 83	.002-16	277	69	4,346	76,570 36	674	18,935	339,719 74	1,871,733 61	-
" 1857-8,	47,311 12	1,474,488 88	6 04	.002-27	278	70	4,338	84,401 50	672	18,044	374,119 83	1,979,008 47	-
" 1858-9,	46,761 12	1,519,171 53	6 34	.002-34	287	63	3,932	74,223 93	691	18,903	333,940 09	1,968,378 97	-
" 1859-60,	46,385 22	1,565,103 75	6 42	.002-40	290	65	3,561	71,294 75	640	15,933	358,889 17	2,037,108 33	102
" 1860-61,	45,807 15	1,612,823 76	6 41	.001-65†	300	63	3,425	84,379 00	638	16,401	349,533 43	2,096,640 72	105
Increase or decrease in 10 years,	4,344 61	501,048 10	1 70	.000-10	127	-	*729	18,766 35	*147	*257	83,221 11	742,940 09	-
Increase, per cent.,	-	58	-	-	73	-	-	-	-	-	-	-	-

* Decrease.

† Valuation of 1850.

‡ Valuation of 1860.

Money raised by Cities and Towns for the support of Public Schools, including only Wages of Teachers, Fuel, Care of Fires and School-rooms.

Y E A R S.	Raised by Taxation.	Income of Surplus Revenue and of Funds to be reckoned the same as tax.*	Total.	Increase in ten years.	Increase per cent. in ten years.	Sum per each person in the State.	Sum per each child between 4 and 16, and 5 and 16.	Percentage of taxable property, according to different valuations.
1840,	\$491,015 23	\$9,529 48	\$500,544 71	-	-	\$0 68	4 and 16. \$2 71	\$.001-67†
1850,	915,839 53	9,997 76	925,837 29	\$425,292 58	85	93	5 and 16. 4 71	.001-55
1860,	1,475,948 76	7,062 44	1,483,011 20	557,173 91	60	1 20	6 41	.001-65
Increase in 20 years,—1840 to 1860, .	\$984,933 53	-	\$982,466 49	-	-	\$0.52	-	-
“ per cent.,	200	-	196	-	196	-	-	-

* Reckoned same as tax because it may be appropriated for any municipal purpose like money raised by ordinary taxation.

† The town appropriations for schools in 1840 were a larger percentage of the valuation of 1840, than the appropriations of 1850 and 1860 were of the respective valuations of 1850 and 1860, not because the appropriations of 1840 were *larger* in proportion to property, but because the valuation of 1840 was *less* in proportion to property, than were the later valuations. That there was an advance in the appropriations according to the *actual property* of the Commonwealth, is manifest from the large increase according to population.

In order to compare the advance of the State in respect to popular education with its growth in population and taxable property, the following tabular statement is given:—

YEARS.	Population.	Increase.	Increase— per cent.	Valuation.	Increase.	Increase— per cent.
1830, . .	610,014	—	—	\$208,360,407 54	—	—
1840, . .	737,699	127,685	21	299,878,329 31	\$91,517,921 77	44
1850, . .	994,514	256,815	35	597,936,995 46	298,058,666 15	99
1860, . .	1,231,022	236,508	24	897,795,326 00	299,858,330 54	50

Increase in Population and Property for Twenty Years—1840 to 1860.

Increase of population, 493,323 ; per cent., . 67
 “ of valuation, . . . \$597,916,996 ; “ . 200

A comparison of the above with the results given on the previous page, shows that while the population in 20 years has increased 67 per cent., the appropriations of money raised by taxation for the annual support of the public schools have increased 200 per cent. That is, the percentage of the increase of such appropriations is *three times* greater than the percentage of the increase of our entire population.

It will be noticed that the increase of school money raised by tax and the increase of taxable property, in the last 20 years, appear to be precisely the same percentage—200 per cent. Yet it is quite certain that the former has increased in larger proportion than the latter. As the valuation of 1840 was probably much too low, or did not express the whole amount of taxable property at that time, therefore the advance in property as represented by the more full and accurate valuations of 1850 and 1860, was to some extent apparent rather than real. In other words, if the valuation of 1840 had been as nearly according to property as that of 1860, the per cent. of increase would have been considerably less than the amount above stated. (See Note on the preceding page.)

Money expended per each Person, &c., and Attendance upon Public Schools.

YEARS.	Sum expended on Public Schools alone, per each person of the population, including only wages, fuel, and superintendence.		Sum per each person between 4 and 16, and 5 and 15.		Sum expended on public and private schools and academies per each person of the population.		Sum per each person between 4 and 16, and 5 and 15.		Mean average attendance for the year upon the Public Schools.		Increase.		Increase per cent.		Ratio of mean average attendance, for the year, to number of persons between 4 and 16, and 5 and 15.		Number of persons in the State between 4 and 16, and 5 and 15.	
	Sum expended on Public Schools alone, per each person of the population, including only wages, fuel, and superintendence.	4 and 16. \$3 09	5 and 15. 5 20	4 and 16. \$4 89	5 and 15. 6 89	Sum expended on public and private schools and academies per each person of the population.	4 and 16. \$4 89	5 and 15. 6 89	Mean average attendance for the year upon the Public Schools.	Increase.	Increase per cent.	Ratio of mean average attendance, for the year, to number of persons between 4 and 16, and 5 and 15.	4 and 16. 60	5 and 15. 72	4 and 16. 184,392	5 and 15. 196,536	4 and 16. 231,480	
1840,	\$0 77	\$3 09	5 20	\$4 89	\$1 21	\$4 89	6 89	106,600	-	-	-	60	5 and 15. 72	34	20	184,392	196,536	231,480
1850,	1 03	5 20	6 89	6 89	1 36	1 36	6 89	142,493	35,893	34	34	72	5 and 15. 72	34	20	196,536	196,536	231,480
1860,	1 31	6 97	6 97	9 06	1 70	1 70	9 06	170,874	28,381	20	20	74	5 and 15. 72	34	20	196,536	196,536	231,480

The sum annually expended to promote popular education in Massachusetts, including the annual expenditure for school-houses and the interest of money invested in them at their present cash valuation, the cost of school-books in public and private schools, the expense of Normal Schools, Teachers' Institutes and Associations, Board of Education, State Printing, State Scholarships, &c., &c., not including the cost of instruction in Colleges, Professional Schools and Reformatory Institutions, amounts to more than *thirteen dollars* (\$13) to every person in the State between five and fifteen years of age; and more than *two dollars and a half* (\$2.50) to each person of the entire population of the Commonwealth.

A careful examination of the foregoing tables,—showing as they do the ratio of increase in voluntary taxation and expenditure for the support of the public schools, and also that the attendance upon them has more than kept pace with that of our increase in population and wealth,—cannot fail of giving profound satisfaction, and of inspiring our people with ardor to put forth renewed efforts, and to make greater advances in the future.

But the advance of popular education in Massachusetts is not to be estimated merely or principally by any historical sketches of particular measures, or by statistical and tabular statements. Our high schools, of which there are now over one hundred in which the Latin and Greek languages are taught, are the growth of the last twenty-five years. It is scarcely possible to over-estimate their importance, in elevating the character of the lower grades of schools; in the preparation of candidates for the Normal Schools and Colleges; in opening to all classes the gratuitous benefits of an advanced course of study, and in their tendency to perfect and diffuse all that is valuable in our school system. If we compare the present with the past, as we now remember it to have been twenty-five years ago, how great has been the advance in respect to the qualifications of teachers, their professional enthusiasm, their zeal, facilities and mutual efforts for improvement; also in respect to the choice and approval of teachers, use of apparatus, character of text-books, gradation of schools, primary school instruction, object and mode of conducting school examinations, and supervision of all by school committees.

The diffusion of information through the Reports of the Board and its previous Secretaries, and through the returns and graduated tables which such reports contain; and above all, through the reports of school committees, required by law in 1838, and first made to the towns in 1839, and now required to be printed, and which are annually spread before the entire population of every town and city,—this has been and now is one of the most efficient instrumentalities for maintaining and constantly improving our public schools.

The progress thus indicated relates to particulars vital to the welfare of our schools. The limits of this Report do not allow them to be fully considered, and they are merely suggested as a part of the school progress of Massachusetts for the last quarter of a century.

I am unwilling to close this Report without an allusion to the gratification which I have experienced in finding, in every section of the Commonwealth, the most cheering manifestations of an unabated interest in our public school system. The fierce trials through which our free institutions are now passing have turned the public mind with an unwonted interest to the primal sources and springs of our social and national life, and thus have brought out into a clear and bolder view the vital relations of our free schools to public weal ; and never have they found a higher place in the popular regard than now. Happy, indeed, will be the augury for the future, if the records of our towns and cities, burdened as they will be by an unprecedented taxation, shall show that they have withheld from the support of these schools, no part of that support with which they have been hitherto so generously sustained.

JOSEPH WHITE.

December, 1861.

REPORT OF THE AGENT.

To the Board of Education :—

Gentlemen,—The Massachusetts school system has long maintained a proud pre-eminence, and needs no commendation. It would be a grateful task to dwell on its varied excellencies, and the many evidences of progress, but you justly expect me to speak on the more profitable, though less welcome theme of existing defects, and needed improvements, as observed in visiting nearly every town of the Commonwealth. We are inclined perhaps to linger too exclusively and complacently upon the brighter portions of our educational history and operations, and cast too rapid a glance over the darker shades of the picture.

The school laws and State appropriations are wise and liberal. Our most urgent need at the present time is such a general and intelligent appreciation of education as will carry out existing provisions into the details of town and school work, and more worthily realize the possibilities of our noble system. The character of the schools in each town and city answers to the local public sentiment. They reciprocally influence each other. You may elevate public sentiment by improving the schools, no more surely than you improve the schools by elevating public opinion. Popular ignorance, or indifference even, would nullify the wisest school legislation. In a republican government certainly, the very best educational system will be crippled without the effective support of the people. The masses, with whom is and should be the repository of power, are gradually, though sometimes slowly advancing in their efforts to meet the increasing educational wants of the age, not content with the past, nor accepting the opinion of a waning few hybernating in Sleepy Hollow, “that the former schools were better,” and that our hereditary institutions will answer the demands of the present and coming time, but determined to furnish their children better school advantages than were enjoyed by them.

While advocating progress, I still admire that conservative element of our people which closely scrutinizes and cautiously welcomes innovations upon established usages. If our people are slow to move, they move strong and in earnest when once roused and resolved. The progress thus secured is more permanent and substantial than the rapid advancement sometimes prompted by an undue thirst for novelties. Once convince such men that education is the great interest for which "every one's hearth-stone cries out in his ears," and you soon find an active interest where you feared a settled apathy, and growing liberality in the room of seeming indifference.

According to your instructions, it has been my endeavor to awaken increased popular interest in education, and advance the professional spirit and qualifications of teachers, and in detail to confer with school and building committees, visit schools, address children in schools and public gatherings, and give lectures in the several towns, and in the Institutes and Normal Schools.

Subjects of Lectures.—These have varied with circumstances, and have usually been suggested by the teachers or committees with the design of securing adaptation to local exigencies. In assemblies of teachers the following topics have been discussed, one or more on each occasion: The requisites of success and causes of failure in teaching; the organization and classification of schools; the means of improving Primary Schools; the prominence due to spelling and reading by the younger classes; the proper arrangement and succession of school studies; the methods of teaching each subject; assigning lessons; prevalent errors and defects in teaching; the excellencies and methods found in the most successful schools; modes of conducting recitations; necessity of daily preparation therefor on the part of teachers, and of a programme of daily work; oral teaching; the responsibility of teachers; opening and closing exercises of school; length and frequency of recess, games for recess, and teachers' supervision or participation in these sports; posture of pupils; calisthenics and physical training; causes and preventives of illness; school examinations, celebrations, and excursions; formation of school cabinets of plants, minerals, &c.; object lessons; knowledge of common things; habits of personal observation; means of training the senses and cultivating the attention, memory, association, imagination, and other faculties; relation of the several

school studies to the different faculties of the mind ; school government ; moral instruction and influence ; incentives to study ; prizes and rewards ; methods of stimulating the juvenile mind, and especially of interesting and encouraging dull or backward children ; expedients to keep all pleasantly occupied ; whispering in school ; treatment of stubborn children ; methods of promoting truthfulness, honesty, kindness, and good manners ; selection of books for children's home reading ; visiting parents and other schools ; educational journals, and other means of professional improvement.

In the Institutes and Normal Schools—the subject assigned to me has been Mental Philosophy, particularly in its relation to education.

Before popular assemblies—the economic bearings of education ; its relation to free institutions ; liberal support of public schools ; moral culture ; home training ; parental co-operation ; visiting schools ; causes and remedy of truancy and absenteeism ; High and Graded Schools ; school architecture, apparatus, ventilation.

Although this is an humble work, removed from public observation, dealing largely with children, it still bears upon varied and vital interests of the State ; reaching schools, pupils, teachers, and parents ; affecting the very ground-work of society ; and, like the foundation of an edifice, it may not be less important because less conspicuous. In a field opening such rare facilities for effective work, while the seeds sown may not have a rapid growth, if yet no signs of fruit appear to the careful observer, let it not be attributed to the barrenness of the soil, but rather to unskilful culture, and let a wiser husbandry be forthwith called to gather in the golden harvest.

The following statement will indicate the details of my work, so far as they can be conveniently given in a statistical form :—

Number of lectures given, 189 ; schools visited, 340 ; visits to towns, 104 ; visits to Normal Schools, (not included in the above,) 27 ; Teachers' Associations attended, 12 ; Teachers' Institutes attended, 9. Of the lectures enumerated above, 64 were given in Institutes, and 38 in Normal Schools. Estimated number of children addressed in schools, and in gatherings of school children, 20,000 ; miles travelled, 10,166 ; counties visited, 13.

Spelling and Reading.—My visits in all sections of the State have strengthened the conviction that spelling and reading should

be made very much more prominent studies with the younger pupils in our schools. Spelling is often the last exercise of the session, and not unfrequently is deferred till after the proper "school-time," when, in the weariness of the pupils, and their eagerness for the expected and yet delayed "dismissal," and the consequent haste of the teacher, a lesson which in anticipation of such a contingency has been poorly prepared, is still worse conducted. Instead of being thus crowded to the last hurried moments of the session, spelling should hold the front rank, the post of honor, certainly in the lower grade of schools. No lesson deserves to be more thoroughly studied and carefully heard. The aim of the recitation should not be, as it so commonly is in practice, to cultivate the Yankee shrewdness of the scholar in guessing, with the privilege of trying on each word as in a riddle or conundrum, till he "gives it up." One trial is better than a score of guesses, both to decide whether the pupil has mastered the lesson, and to insure its study in future. With beginners spelling should be the chief exercise, commenced before they have completed the alphabet, by printing every word on the slate and blackboard, a useful and pleasant exercise, even for abecedarians. I find however, many Primary Schools not furnished with slates, and sometimes without blackboards.

Alike for spelling and drawing, printing words, and cultivating both the eye and the hand, the slate, and best of all the "drawing slate," with appropriate copies and pictures on the frame, should be furnished to all, especially the youngest scholars. Many committees and teachers have been easily persuaded during the last year to supply the Primary Schools under their charge with slates and blackboards. I have found many school-houses with blackboards so small and placed so high as to be serviceable only for the teacher, and others entirely without blackboards. Some teachers and committees even believed blackboards altogether unnecessary in Primary Schools. From some of these very teachers I have afterwards received grateful acknowledgments for the personal efforts with committees which secured ample blackboards, with the assurance that they have materially aided in government as well as instruction, keeping children both pleasantly and profitably occupied.

Increasing observation confirms my belief that the art of spelling may be essentially completed under ten or twelve years of age.

In early life the memory is circumstantial, and naturally and easily grasps items, details, words, and their forms. In later years, while the memory grows more tenacious of principles, comprehensive facts, and general truths, it retains such minutiae with difficulty.

Instead of being a monotonous and mechanical drill, spelling, by a great variety of methods, should be made an attractive and intellectual exercise; pursued not merely to learn the literal elements of words, but for the higher aim of cultivating the eye and conceptive faculty, acquiring the power to bring before the mind's eye the *form of a word as a unit*, as it looks on the printed page, just as one would so carefully examine a robin, a dog, a rose, or a picture, as to be able vividly to recall the image of the object. It is a great and most important art to *see*, so accurately, that one's conceptions of visible objects may ever be as clear and distinct as were the original perceptions. This process early developed in spelling may be repeated at will in reference to any objects of perception and description, and thus the child gains a new and invaluable power which enters into all the graver operations of the mind in natural science, history, poetry, and the fine arts.

The rules for spelling derivatives are not very commonly learned in our schools, or if memorized they are not comprehended and practically applied. Certainly a large share of the bad spelling which I have witnessed is chargeable to a neglect of these rules.

Reading.—Next to spelling, and in comparison with its importance, no subject seems to me so much neglected and so poorly taught in a large proportion of our schools as reading. There are many schools which deserve high commendation for their proficiency in this department, where this fundamental excellence plainly infuses new interest into every other study, and elevates the whole school. Their superiority makes the prevailing defects seem more glaring and needless, and demonstrates the wisdom and necessity of reform. What a revolution would be seen in our higher schools and with all advanced classes, if the dreaded and misnomered “drudgery” of spelling and the difficulties of mere reading—I do not here speak of elocution—were completed under ten or twelve years of age. This is the surest method to facilitate all other and higher studies, for early mastery of reading fosters a love of learning and fondness for books, while aversion to study

and hatred of school are often produced by tasking children in grammar and higher studies before they can read and understand them with facility. Once implant a love of reading and you have a strong pledge of scholarship through life.

Too long and too difficult reading lessons are often assigned to children—selections of an abstract or didactic nature, when they can appreciate only the concrete and descriptive. Dialectics are too strong meat to be either savory or digestible while the reflective faculties are yet undeveloped. I have often found “the first class” of ten or a dozen in a district school, after repeating the words of some abstruse essay mechanically, as if in an unknown tongue, not only unable to analyze it, but even to repeat or suggest a single thought from the whole selection. No reading lesson is properly selected and studied, unless the pupil can tell in his own words the substance of the story or description. This can hardly be expected when the “Sixth Reader,” or the highest of the series, whatever it may be, designed for advanced pupils in High Schools and Academies, is the reading book of so many young and poor readers in our Common Schools. One poorly compensates for the loss of progress by thus gratifying the pride of promotion.

Visiting Schools.—This work was regarded so important in the early operations of the agency as to demand the whole time of one man, while a second agent devoted himself mainly to the business of lecturing. This department of the work has been made unusually prominent during the past year, and it is an inviting field of labor. Everywhere a cordial welcome has been received from the teachers, and usually with urgent invitations to repeat the visit. In visiting a school, after a brief opportunity to witness the methods of instruction and influence, and the merits or deficiencies of scholars, the occasion has been improved to give hints and counsels adapted to the perceived wants of the pupils, and if possible to stimulate their minds, and increase their self-reliance and zeal in study. Gratefully remembering the impulse given my own mind, when a lad of ten years in the district school, by a brief address to the school, and a few words of personal encouragement from “our pastor and school visitor,” Rev. Laurens P. Hickok, D. D., I have tried for years to pay that debt of gratitude, not indeed to the honored President of Union College, but to every child whom I could reasonably reach in public or private, in the

schools and the streets, the stage-coach, and rail car. A single fact out of many may not improperly be cited in illustration of the susceptibility of youth to good impressions, and the encouragement to effort in that direction. Last summer a fellow passenger in a stage coach, a young man whom I did not recognize, after some free conversation, inquired if I "remembered addressing a school in the town of —— four years ago, and afterwards conversing freely with one of the boys on the door-steps. That interview," he added, "inspired me with a desire and a full determination to get a liberal education, and I owe it to those words of encouragement that I am now a member of College."

If teachers and committees will put themselves on the stand-point of children, so as to appreciate their tendencies, wants, and even weaknesses, much good may be done by personal conversation as to their plays, habits, plans, studies and dangers. The most wayward child I have met in our schools, when properly approached, has kindly received friendly counsel and faithful warning, even as to his errors and offences. Though unaccustomed to kindness, such boys are not insensible to its influence. The tones of sympathy may touch a chord that will vibrate more sweetly because of its very strangeness.

Expulsion from Schools.—This punishment is doubtless sometimes necessary, but it is too common an occurrence, and should be inflicted only in extreme cases as a dernier resort. I have found boys expelled from school who seemed to me neither vicious, nor incorrigible, nor malicious; whose offences were venial rather than "mortal," originating in heedlessness, love of fun, restlessness, stupidity, or aversion to study, rather than sullenness and depravity; whom milder measures might restrain and stimulate to studiousness and fidelity. Instead of operating as a reformatory measure, a hasty expulsion sometimes awakens a sense of injury, and a spirit of retaliation, and involves that disgrace and loss of self-respect which weaken the restraints of virtue. This measure is occasionally adopted as a cheap riddance of trouble, a cowardly retreat from difficulties, which a courageous and earnest spirit would meet and master. "That rascally John ——," said a teacher, "if I could get rid of him, this would be an easy school to govern." I replied, "John's recitation is enough to show that

he is a bright boy. Give him a fair trial. Here is a chance to test your teaching tact and skill, and win an important victory. Study John till you can so thoroughly read him as to find some unexplored avenue to his heart, some latent sense of right or honor, or some good point whereby you may encourage him. In some way get on the right side of him, visit his parents, enlist their co-operation, and by one or all these measures you may save him." "I'll try," was the response, and not long after word came from that faithful teacher, "John is now one of my best boys." So many scholars within my knowledge have been dismissed in disgrace whom gentler influences might have reclaimed, and sometimes expelled by the teacher while in a passion, and at heart more culpable than the pupil, that I have grown bold in imploring teachers never to abandon any boy as a "hopeless case," until they have exhausted all the measures which skill and kindness can wisely employ.

A quiet moral power ought to reign in the school-room, rather than coercive and extreme measures. Its influence is more happy, effective, and permanent. True wisdom and skill in school government consists in the prevention rather than the punishment of offences; in interesting and occupying pupils, cultivating the better feelings of their nature, truthfulness, generosity, kindness and self-respect. Refined manners, winning tones, and an earnest spirit, will exert a peculiar sway even upon the rudest and most unmannerly youth. There is a silent power in the very face of a teacher beaming with love for his pupils, and enthusiasm in his noble work.

Higher Studies.—It has often seemed to me a serious, as it certainly is a prevalent error, to push children into the higher studies before they are well grounded in the common elementary branches which lie at the foundation of a good education, without which no lofty superstructure can be safely reared. A precocious development is sometimes secured by the premature stimulus of the reflective faculties, in the pursuit of advanced studies, when such overtaking of the juvenile mind is prejudicial alike to the permanent growth of the mind and the health of the body. At some school examinations it has been a painful necessity to hear little lispers astonish admiring spectators by their ready answers from "Juvenile Philosophy," or "Physiology for Beginners," etc.

It is to be feared that time will not verify the predictions which these precocious prattlers called forth.

Ancient Classics.—There ought to be both fewer and better classical scholars in our High Schools. There is no substitute for the Latin and Greek in *a full* course of study. But I question the wisdom of merely beginning Latin and Greek, or even any of the modern languages, when the pupils' circumstances and settled plans contemplate so brief continuance in school that this poor smattering of a new language becomes a substitute for more rudimental and practical learning. This disproportionate study of other languages is due in part to the premature ambition of scholars to pursue the higher studies, and to the preference for teaching them rather than the simple rudiments thus displaced, and also the mistaken impression of some teachers that the reputation of their schools depends upon the number of their scholars in the classics.

A little preliminary drudgery over the Latin Grammar and First Lessons, with no such facility in translation, or insight into the forms and philosophy of the language as to make it valuable as a discipline, or suggestive in the study of the English,—to be dropped forever when school days end,—will poorly compensate for the neglect of that study of the English language and our unequalled English classics, which would foster a love of literature healthful and lasting as life. Now the object of Common Schools is not to finish education, but to lay the foundation for future and higher attainments, to inspire the pupil with such love of learning that even when school days are ended, it will be the aim and pleasure of after life to complete his education. This great end of school should determine both the studies to be then pursued, and the methods of instruction. When school privileges are to be limited, a taste for the natural sciences can be awakened with a reasonable prospect of continuing the study in after life. An insatiable desire for self-improvement, thus early developed, will ever after seek and find leisure for study in the intervals of the most exhausting labor, or the most engrossing business.

Premature Graduation is a serious evil in our schools. Too many close their books and “finish their education” when that great work ought to be regarded as just begun. Not unfrequently

children are permanently withdrawn from school at twelve years, and sometimes at a still earlier age. The law in regard to the employment of children in manufacturing establishments, although admitted to be wise and important, is not faithfully executed, especially in some of our smaller manufacturing towns. There are not a few agents, overseers, and owners of mills who are to-day liable to the just penalty of this law. I have often had occasion to remind school committees that the General Statutes made it their duty to "prosecute for all such forfeitures." Some children are kept from school at a very tender age to engage in branches of industry not dignified with the name of manufactories, carried on in small shops or private families—such as closing shoes and braiding straw. This early withdrawal of children has become a common as well as a great evil. The small portion of children who complete the full course in the high or even grammar schools of our cities, indicates the same tendency to finish their education when that great work ought to be regarded as just begun. This premature graduation proves to many an injury lasting as life, closing against them the doors to the highest and noblest sciences, the most important and practical topics, those best fitted to liberalize and expand the mind, and which are indispensable to any thing like a complete Common School education. In education as in architecture—such is the relation between the foundation and the finishing, the preparation and the completion—that the same time and effort seem to accomplish at the close, manifold greater results than at the beginning. Thus a more marked change in mental character often seems to be wrought during the last year of a full school-course than during any two or three previous years.

The use of Keys in Arithmetic is a common evil in our schools. In theory they profess to be designed for teachers only, but the booksellers in some towns affirm that the demand for them nearly equals the sale of the corresponding text-books. Whatever may be said of the convenience or necessities of teachers, there can be no defence of their use by pupils. They prevent thoroughness and self-reliance, defeat the primary purpose of education, and directly foster indolence, superficiality, and conceit.

Uniformity of Text-books.—In visiting the schools my attention has been occasionally called to the embarrassments caused by the

diversity of text-books in the same school, preventing proper classification, needlessly sacrificing the time and patience of the teacher, and hindering the progress of the school. In some towns the teachers are not required to insist upon the adoption of the prescribed books; in others, the list of required books is not forwarded to new teachers, and in some cases, it is said, no evidence appears that any such list is annually, if ever, made out. Consequently, successive teachers, though engaged for a single term, introduce their favorite authors, and new residents from other towns retain their old books. I have sometimes found pupils, of nearly equal attainments, divided into two, three, or even four classes, in arithmetic for example, solely from diversity of text-books, and have freely sympathized with the grievous complaints of the teachers who are compelled to encounter such needless and unlawful hindrances to their success. The remedy for this serious evil is obvious and at hand, and its application is not left to the discretion of the committee, for the law is peremptory in its provisions.

Truancy and Absenteeism.—No fact connected with our Public Schools has impressed me so sadly as the extent of truancy and non-attendance, and the strange apathy of the public as to this fruitful form of juvenile crime. This great evil calls loudly for a remedy. In a few towns the laws in reference to truants and absentees from school are faithfully executed, and with the happiest results, while in others these laws are overlooked or utterly disregarded. Though I have often elsewhere invited attention to this subject, as one vital to the prosperity of the Commonwealth, the extent and dangerous tendency of absenteeism seem to claim consideration in this connection.

The ratio of the mean average attendance to the whole number of children between five and fifteen, is seventy-four one hundredths; less than three-fourths of the whole number of children returned. It is true the attendance has been gradually improving for a period of years; but after making due allowance for Private Schools, a sad deficiency remains, and far greater progress is demanded. The General Statutes make it the imperative duty of truant officers and *school committees* to secure the enforcement of the law concerning attendance upon school. They are not, as is so commonly done, "to wait for information to be given to them of

neglect of duty by parents and guardians, but they should *discover and inquire into all such cases*, and pursue the delinquents according to the requirements of law." School committees can render no more important service to the public than by combining their own efforts, and enlisting the co-operation of their several constituents to repress this alarming evil. Besides its tendency to sow the seeds of vice and crime, this imperfect attendance greatly lessens the advantages which our schools would otherwise confer on the community, while it does not at all diminish their cost. In the case of irregular attendance, the loss in improvement and instruction is clearly much greater in proportion than the loss of time.

The evil is obvious and serious, and the practical question is, what is its cause, and what the remedy? There is one class of truants, news-boys, "street-gleaners," and others, without parents or responsible guardians, almost homeless and friendless, whom kindness and charity might easily reclaim. There are also three classes of parents who encourage and extend the evil in question.

1. Those who seem to have no appreciation of the advantages of education, and therefore needlessly keep their children at home. In such families the opportunities of home education are of course most meagre.

2. Those who are unable, or who seem to think they are too poor, to clothe their children decently.

3. There is also a considerable number, especially among our foreign population, who keep their children at home to work the year round. It has been to me a painful necessity to find little children of eight, seven, and even six years, kept out of school, at closing shoes, or other "home manufacturing," to support their parents in idleness and intemperance. I am sorry to be compelled to add, that there are others so greedy of gain that they needlessly confine their little children at work as soon as they can earn the smallest wages, to the entire neglect of their education. Were it not attested by personal observation, it would seem to me incredible that any parents would be willing thus to impoverish their own children's minds for the sake of enriching their purses. I would by no means disparage or undervalue labor. Every child, rich or poor, should learn to work in some useful calling, and best of all, if possible, at farming—a pursuit which is itself a most important educator. One's mental discipline is

incomplete until he has acquired that common sense drill, that habit of adapting means to ends, which is best secured in addition to school culture, by tasking and testing his skill in manual labor.

With the first class of parents, and indeed, with all, very much may be done by personal influence and persuasion. Let both teachers and committees visit them, urge upon their consideration the great importance of education to their children, turn their attention to the privileges furnished them in the Public Schools, and by every persuasive, encourage them to avail themselves of these advantages, and the effect in most cases will be successful. On this subject I do not merely theorize. I have tried the experiment with happy results, and can point to many instances of youth thus rescued from the contagion and contamination of the street school, who are now regular attendants and diligent pupils in our schools, or useful and virtuous citizens. How amply have these humble services been afterwards compensated by their grateful acknowledgments, or by tears of joy more eloquently bespeaking their cherished remembrance of timely aid and counsel.

Teachers have rare opportunities of reclaiming erring youth, and thus winning their lasting gratitude. Much can be accomplished in this direction by frequent and friendly conferences with parents. Indeed, there are not a few teachers who in their untiring devotion to their duties, evince a genuine missionary spirit, and who, in addition to the labors of the school-room, "go about doing good" to the neglected youth within their reach; who regularly and personally report to parents every instance of truancy or serious delinquency, uniformly inquire into the causes of absence, visit pupils in sickness, and by various proofs of sympathy and interest, win the confidence and cordial co-operation of parents, even of those hitherto indifferent or captious. There are other teachers, whose theory and practice limit their duties to school hours, and relieve them of all that care and labor outside of the school-room which are needful to prevent truancy and absenteeism.

With reference to the second class, where children are really destitute of comfortable clothing, and their parents are too poor to provide for them, their wants should enlist the sympathies of the benevolent. If committees would seek out and report these cases, such wants might be easily supplied by individual chari-

ties. In some towns which I have visited this has been frequently and cheerfully done. It is very commonly done every year, to enable the children of destitute parents to attend Sabbath Schools. While I entertain the highest estimate of the usefulness of the Sabbath School, I believe the Public School is still more important. The pupils are here brought for a longer time under salutary influence, and to a large number of our children, the Common School furnishes the only means of moral, as well as intellectual culture.

But a work of so great importance should not be left to be done at random by occasional volunteers. The law assigns this work to the school committee, in towns where no special truant officers are appointed, and makes it their imperative duty to see that it is faithfully performed. While kindness and moral suasion should be the main reliance in all efforts to promote the welfare of truants and absentees from school, it will be found of essential service to the school committee to have some authority—some law with suitable sanctions, to fall back upon. In those cases where parents, without good reason, deprive their children of the advantages of education, some coercion, like that contemplated in the General Statutes, may properly be employed; although compulsion should be used with caution and only as a last resort, in those comparatively rare cases where all other means have failed. Wise as are the provisions of the statutes on this subject, earnest individual efforts will effect far more than any and all laws can do; while the existence of such a law, when sanctioned and sustained by a public sentiment alive to the importance of the subject, will add weight and authority to personal persuasions.

Institutes.—I have usually visited the localities where these conventions are to be held. The attendance upon an Institute and its success may be much increased by some preparatory effort in the vicinity, calling the attention of teachers and of the public to the objects and importance of the meeting, and making the needful preliminary arrangements. Notwithstanding the peculiar excitements and embarrassments of the times, it has been gratifying to find the demonstrations of popular interest more marked and decided, than in any former year of the five in which I have been connected with the Institutes.

I desire here to present, in behalf of the teachers of the State, my cordial thanks to the different railroad and steam-boat companies and others, who have authorized me to issue free return tickets for the members of the Institutes, viz.: Old Colony and Fall River, Fairhaven Branch, Cape Cod, Lowell and Lawrence, New Bedford and Taunton, Salem and Lowell, Boston and Providence, Eastern, Boston and Maine, Boston and Lowell, Vermont and Massachusetts, Connecticut River, Housatonic Railroads, and steam-boat Canonicus, from New Bedford to Edgartown, and Higgins and Ruggles' line of stages from Yarmouth to Orleans.

Repeated Visits to Towns have frequently been made to meet special exigencies, in aid of efforts to establish High Schools or graded schools, or to revise and advance their educational system; sometimes also to observe how far pupils or teachers have applied the suggestions previously given. These repeated visits have been occasions of more than usual interest. Invitations from teachers and committees have been received, more numerous than could possibly be accepted. I have great occasion to tender my grateful acknowledgments to committees, teachers, and friends of education, for their uniform kindness and cordial co-operation. I recall but two exceptions to this remark during the whole period of my official connection with the Board.

School-Houses.—While there has been a very great and general improvement in school architecture, and the State abounds in “temples of science” of palatial proportions, embodying every desirable improvement, there still remain very many “school huts” badly located, in damp, unhealthy flats, near railroads, factories, or drinking saloons, or directly on the highway, without any playgrounds or suitable out-buildings, with but one entrance for boys and girls, narrow and low-ceiled, ill-ventilated, without blinds or curtains, while windows front the scholars in their seats. In a few cases the desks consist of long boards around three sides of the room, while three planks fronting them supply all the seats for the larger scholars, and a similar and shorter row of planks nearer the box stove in the centre, serves for the younger children. “The school-house as it was” need not yet be limned in colors, or drawn in verbal pictures, as a memorial of the past. In some localities it still is—a conspicuous disgrace to the district

that tolerates it. School-yards with trees, shrubbery and flowers, are the rare exceptions, as are scrapers, door-mats, and thermometers inside. The health of children often suffers from excessive heat, as well as poisonous gases. A temperature of 76, 78, and 80, is very often observed in our schools during the winter.

High Schools are by no means found in all the towns where the General Statutes require them to be maintained; while other towns, exempt from any legal necessity by reason of their more limited population, volunteer to support them. There is manifestly an increasing appreciation of those already in operation. In some cases, where the High School was established with great difficulty, its practical working has so fully demonstrated its value and necessity as to disarm all opposition, and convert opponents to warm supporters. This fact is encouraging, when it is remembered how positively it was announced in a neighboring State four years since that the High Schools even of Massachusetts had failed to meet the expectations of their projectors, and that serious apprehensions were entertained of their ultimate success. It is largely due to the influence of these High Schools and the prevalence of juster views as to the wisdom and economy of educating the children of all classes, rich and poor, side by side in the Public Schools, that the number of Massachusetts children attending Private Schools and Academies is steadily diminishing. Some of the most flourishing of these institutions receive a large share of their patronage from other States, and from those towns where the population is supposed to be too small or sparse to support High Schools. There are endowed Academies well supplied with facilities for scientific instruction and finished classical culture, which merit and receive liberal support. It is characteristic of the disinterestedness and public spirit of teachers, that the principals of these institutions, whose private interests may ultimately suffer by the general elevation of Public Schools and the multiplication of High Schools, have been found, with very few exceptions, among the most earnest advocates of our Public School system.

School Gymnastics.—During the last year there has been a marked increase of interest in physical training, and some form of gymnastics are now practiced in a large number of our schools.

Committees and teachers need only to understand their simplicity and practical usefulness to welcome them more generally to the school-room. The common objection as to expense is purely imaginary. They can be and are widely introduced without any cost for apparatus or special instruction in this department. With the manuals and journals on this subject at hand, every teacher in fair health can, by a little study and practice, be prepared to conduct these exercises. Some of the best illustrations of physical training which I have witnessed, have been introduced by teachers who have been "self-taught" in this department. This remark is made not to disparage any system of gymnastics, but for the encouragement of that large proportion of teachers who hesitate to introduce these exercises in school, because they have had no opportunity to drill under a master of the art.

The influence of school gymnastics is obviously favorable to physical development. Many boys have increased their "chest measurement" two inches by these drills during the last year. Many more have regained the "lost art" of infancy—that of deep and full breathing—a habit as conducive to mental activity as to physical vigor. It is painful to observe how common in the school-room is a cramped and stooping posture, contracting the chest, impeding the free action of the heart and lungs, and frequently inviting pulmonary disease. Teachers need literally to *straighten* their pupils and emphatically to reiterate the direction, "sit up." School gymnastics, recurring at frequent intervals, even though occupying three or four minutes at a time, favor an upright posture in the seats, and a manly and graceful bearing at all times.

These gymnastic drills form a fit preparation for study, not only by recreating and invigorating the physical system, but by exhilarating and *stimulating the mind*. Indeed, in this respect all vigorous play and athletic sports help to educate the intellectual powers. But these concert drills are specially fitted to wake up mind, and habituate youth to exact and prompt obedience. Such an amusement demanding the utmost force and promptness in simultaneous movements responsive to the music of the piano, accordion or drum, or if no instrument is available, to the simple "air-beat" of the teacher's "baton" is often found one of the best expedients to stimulate and conciliate the lazy, the stupid, or the sullen.

Success in study depends mainly on the culture of the will, or the power to control and concentrate all one's faculties at pleasure. Such discipline of the muscles as will enable one to summon every nerve and fibre into fullest exertion at any moment will aid in the command of the mental faculties.

As facts are more influential than theories, I would name one of many similar schools where it is evident these gymnastic exercises have been as favorable for mental improvement as for physical education. I refer to the Eliot school, in Boston. Considering the history of this school, and the early training and circumstances of the boys—many of them very poor, and nearly all children of foreigners—the manifest results of the admirable drills here daily practiced demonstrate the value and usefulness of such exercises in schools. Much is now very properly said of the necessity of providing military education for our youth. Now here, without cost for instruction or equipments, is the best possible preparation for the special military drill, if it be not the most available substitute therefor in our public schools. This view accords with the plan set forth in the able communication of Colonel Harrison Ritchie to the legislature, "On Popular Military Instruction," from which I quote a single sentence.

"The point to be impressed upon all members of the militia is that the mere manual and tactics, however important, and absolutely necessary to be acquired at some period, can be easily learned in a comparatively short time, and are of secondary importance as compared with a knowledge of the use of the rifle, *and such a physical training as will fit the men for the requirements of the service.*"

The exercises of the Eliot boys are more varied, rapid, and exact in time than the ordinary drills of our best military companies. Boys thus disciplined and invigorated would need comparatively little special practice in the "manual and tactics," to rival the Zouaves in promptness, endurance and agility.

The proper limits of this Report—already too extended—forbid the consideration of other topics and suggestions in reference to further improvements needed in our Public Schools.

BIRDSEY G. NORTHROP.

Boston, January, 1862.

The second stage of the process is the *transformation*.

During this stage, the *transformation* is applied to the *transformation* and the *transformation* is applied to the *transformation*.

The third stage of the process is the *transformation*.

During this stage, the *transformation* is applied to the *transformation* and the *transformation* is applied to the *transformation*.

The fourth stage of the process is the *transformation*.

During this stage, the *transformation* is applied to the *transformation* and the *transformation* is applied to the *transformation*.

The fifth stage of the process is the *transformation*.

During this stage, the *transformation* is applied to the *transformation* and the *transformation* is applied to the *transformation*.

The sixth stage of the process is the *transformation*.

During this stage, the *transformation* is applied to the *transformation* and the *transformation* is applied to the *transformation*.

The seventh stage of the process is the *transformation*.

During this stage, the *transformation* is applied to the *transformation* and the *transformation* is applied to the *transformation*.

The eighth stage of the process is the *transformation*.

During this stage, the *transformation* is applied to the *transformation* and the *transformation* is applied to the *transformation*.

The ninth stage of the process is the *transformation*.

During this stage, the *transformation* is applied to the *transformation* and the *transformation* is applied to the *transformation*.

The tenth stage of the process is the *transformation*.

During this stage, the *transformation* is applied to the *transformation* and the *transformation* is applied to the *transformation*.

The eleventh stage of the process is the *transformation*.

During this stage, the *transformation* is applied to the *transformation* and the *transformation* is applied to the *transformation*.

The twelfth stage of the process is the *transformation*.

During this stage, the *transformation* is applied to the *transformation* and the *transformation* is applied to the *transformation*.





ABSTRACT

OF

SCHOOL COMMITTEES' REPORTS.



ABSTRACTS.

SUFFOLK COUNTY.

BOSTON.

We congratulate our citizens on the marked increase and improvement of the school accommodations during the year. Three first class commodious Grammar School-houses have been dedicated, and each dedication was an occasion of peculiar interest; the carefully prepared accounts of each will be found in the Appendix to this report. Boston never knew the twelve-month before when so *many* edifices of equal dimensions and so liberally provided with coveted conveniences and improvements, were added to her educational apparatus.

At no previous period in their history have our schools generally done better than during the past year. We have no unpleasant disturbances or bickerings to report, and in the schools where such things were known in a former year, the improvement is remarkable.

The district committee express "great pleasure to notice the good order, wholesome discipline, and cheerful obedience to rulers, which generally prevail, and also the kindly relations that exist between teacher and pupil."

The examinations have more frequently than heretofore been conducted by means of written or printed questions, and the experience of some committees leads to their recommendation, that each school be so examined as frequently as twice a year, in order the better to determine the pupil's qualifications for promotion,—and in order that a "satisfactory reply may be furnished in figures, to parents who may complain that their children are not promoted as frequently as they desire."

Such a reply may possibly answer the purpose in view; but it should be remembered that the results of a true and profitable examination cannot be brought into such exact measurement. The examination of a school determines many other questions than the qualifications of the pupil; and the greatest care is called for, in conducting it to advantage. It is possible to work much mischief, or to do much good, by the method adopted; and, without doubt, the examining committee have, with the best intentions, sometimes

discouraged rather than assisted the teacher, and hindered the work of the school by the plan and manner of the examination. The manner of the examiner is as important as his plan; and one argument in favor of the written or printed question is, that the plan prevents, or largely modifies any awkwardness and repulsiveness of manner. The modest pupil is not disconcerted by the verbal question, nor the conceited tyro tempted to vain display by the personal attention. Then, too, the questions, when written or printed, may be prepared with proper discrimination, and the danger of requiring less, or more, than ought to be expected of the pupil, can be carefully avoided. Examinations that run to either of these extremes will positively injure the school. If the standard is put too low, the negligent pupil will be encouraged in idleness, and the ambitious teacher discountenanced in his attempts at high attainment. If the examiner demand too much, both teacher and pupil will be depressed and disheartened, instead of stimulated to renewed effort. The effect of any examination is felt *in the future*, and often shapes the subsequent operations of the school; therefore, that method of examination is best, which requires a diligent and discriminating preparation for it, and which most favors a judicious and careful selection of topics and of questions.

We welcome any plan which enlists the co-operation of parents, or that increases their interest in the welfare of the school. The teacher's best work is essentially parental, and he labors at an almost insurmountable disadvantage, who has to encounter the adverse influence of the family and the home. It is pleasant to mark any manifestation of parental encouragement to teachers, and to see home and school authority helping each other to understand and appreciate what is attempted for the children's advantage. Many a bitter and angry feeling, much irregularity of attendance, many an unreasonable demand, much dissatisfaction and complaint, would be prevented, if teachers and parents knew each other better. If the work of the school-room could be understood at home, and the teacher's varied, difficult and exhausting employment adequately apprehended by the child's natural guardian, the prosperity of our schools would be secure;—and such a result is promoted when parents themselves are induced to visit the schools with kindly intent, that they may become familiar with the faces of its instructors, and acquaint themselves with its scenes. It is well that a time be appointed when such visits may be convenient to either party, and the entertainment may answer to the expectation.

During the year, twenty-eight teachers for the Grammar and Primary Schools have been appointed, who were graduates of the Girls' High and Normal School, and it is a fact creditable to that institution, that its scholars generally prove to be successful teachers.

Since 1854 that school has given to the city one hundred and eighty-five teachers, who have brought to its service a commendable scholarship.

The leading object of this school is to some extent accomplished, and its aim to impart a higher order of instruction is kept in view. But we notice that the ambition of graduates, who design to be teachers, for the most part, moves them to prefer the *Grammar* to the *Primary* department. The instructors at our Girls' High and Normal School may too readily and inconsiderately have encouraged this ambition, which eagerly and acceptably co-operates in realizing both of the worthy aims of the institution. But the result is, that the wants of our Grammar schools are mainly provided for. It is true that the same skill, accomplishments, and conscientiousness would be required in Grammar and Primary teachers; and success as an instructor, any where, will probably and ultimately attend the approved graduate of our Normal School, after some experience. But we would have the Primary teacher's position more worthily estimated, and counted, as it well deserves to be, as the post of highest honor. We claim for the old axiom, "*Our most important, are our earliest years,*" all the truth which it ever had. Repetition in school copy-books may have made the rhythmical sentence trite; but in the work of education the fact, which it has stated, cannot be neglected or undervalued. A charge is committed to the Primary teacher which is most susceptible to injury, though readily affected by wholesome influences. The method of dealing with such a charge demands and merits careful study. The Primary teacher should be protected against all possible blunders; should have some special preparation for a peculiar work; some appropriate training of the *maternal* instincts, in order intelligently to comprehend, *at the outset*, the young child's wants, and discreetly to provide for them.

So much is required of any teacher, moreover, that not only a well-developed and furnished brain and a sympathizing heart are needed, but a robust and healthy body likewise. Some have failed in the teacher's vocation solely because of physical infirmity, and their inability to endure the drudgery of school-room life. A healthy body has much to do with the good temper and amiability of the teacher, and it is to be remembered that in this business patience alone does have a perfect work. We are glad to see this subject of physical training in our schools claiming the attention due to it, and we refer to the appropriate remarks of our superintendent concerning it, which will be found in his semi-annual report accompanying this. It would not surprise us to find, when a thorough system of physical training is made a part of school culture, and a part of every school-day is devoted to it, that the number of truants will be diminished.

School Committee.—THOMAS DAWES, JOHN B. ALLEY, DANIEL C. EDDY, GEORGE F. HASKINS, THEOPHILUS R. MARVIN, FARNHAM PLUMMER, J. HARVEY WOODBURY.

Three years ago, the classified or graded system was in operation in but few schools, and in these it had been introduced merely as an experiment.

It is now, however, the prevailing system, the schools to which it has not been applied constituting only a small minority. Of the 233 schools in all, there remain only about thirty to which it could be applied with advantage. This great change has been effected gradually and cautiously, without haste or precipitancy, as all important changes in such institutions should be made, if made at all.

As to the utility of this modification of the organization of our Primary Schools, I entertain no doubt. It is too early, however, to look for the full perfection of its fruit. But as it has been substantially adopted, it seems to be quite unnecessary at this time to argue its merits. It is much more important to consider how to make the most of its advantages, and how to avoid the evils to which it is liable.

The ideal of this classified system, or at least the outline of it, may be presented in a few words. We have a building of six school-rooms. In each room there is one class, and only one, of fifty or sixty pupils. At the end of each half-year, the whole of the highest or first class, is sent to the Grammar School, and each of the five classes below is promoted one grade, leaving the sixth class or alphabet-room vacant or nearly so, for the reception of the new recruits. By the operation of this system, children received into the lowest class at the age of five years, are transferred, at the age of eight, to the Grammar School, having been instructed by each teacher in the series, for the period of six months. This I take to be the standard and model of our Primary Schools, in respect to classification. But while this is the acknowledged pattern, it would not seem to be wise to attempt to make all parts of the system conform to it with Procrustean exactness. For example, if many pupils are admitted before the age of five years, it will be found necessary to have more classes of the alphabet or sixth grade, than of any one of the higher grades. Nor is it essential that each Primary School building should have precisely six rooms. A building with three rooms affords facilities for a good classification, though less perfect than that of the standard above described. In this case, instead of one class in a room under one teacher, there would be two classes in each room.

In regard to promotions, the rule should be to promote all the members of each class at the expiration of each half-year. To this rule, however, there must be exceptions. But in all cases where a pupil is not promoted with his class, satisfactory explanations should be made by the teachers to the committee. On the other hand, in those sections of the city where there are no Intermediate Schools for the pupils who are beyond the Primary School age and yet are not qualified for admission to the Grammar School, these pupils, of more mature age than the mass of Primary pupils, should frequently be advanced more rapidly than they would be in the regular course of promotions.

In teaching a graded Primary School, where all the pupils are nearly equal as to proficiency, the recitations should be frequent but short, especially in the lowest classes ; for the capital advantage of the system is that it makes it possible to engage the attention of a large number at the same time, so that when one pupil is drilled in the spelling, or pronunciation, or meaning of a word, all the pupils may have the benefit of the drill at the same time. There have been some cases of partial failure on the part of some teachers in the graded schools, in consequence of neglecting to apply this principle. In one school, I recollect to have seen the teacher take up each pupil separately, to spell his two or three words, instead of requiring the attention of all, while each word was spelled. In a school so managed, all the evils of both the graded and ungraded systems were experienced without the advantages of either. Some teachers, falling into the opposite error, imagine that the whole class must answer the questions simultaneously, in order to be equally benefited by the exercise.

But the skilful teacher combines the individual, the collective, and the simultaneous methods, always insisting upon the undivided attention of every member of the class during the whole recitation. But she does not expect young children to give attention for many minutes in succession, to any school exercise, and consequently she changes the object of attention from recitation to study, and from study to singing or amusement, or physical exercise, many times each half-day. Here she finds abundant and most beneficial use for the slate, blackboard, and tablets.

In intellectual and moral training, our schools have been steadily advancing, and in respect to mental education, they are doubtless better at this time than they have been at any previous period in their history. The apparatus and accommodations are better, the methods of teaching and governing are better, the teachers are more competent, and the administration of the committee is more systematic and efficient. It is scarcely possible to say too much in praise of our system of popular education. It may justly challenge the admiration of the civilized world. Still, I feel it my duty to say, though with much reluctance, that it is far from being perfect. It has one great and radical defect ; a defect which demands the most serious and earnest attention of those to whose hands its control has been intrusted. This defect is *the want of physical training*. So deep is my conviction of the necessity of attempting to remedy this defect, that I cannot omit to speak of it without doing violence to my sense of duty. And indeed, present circumstances seem to me so favorable for commencing this improvement, that I confess I entertain strong hopes that it will be immediately undertaken. That nothing may be wanting on my part to promote so desirable an object, I have determined to make this the main, and almost the only topic, of this communication.

I shall waste no time in arguing the importance of bodily health, strength, and beauty, as elements of individual and public prosperity and happiness. Not only every intelligent educator, but every man of common sense will assent at once, without argument, to the proposition, that a healthy, well-developed physical organization is the basis of usefulness and enjoyment. Nor do I deem it necessary to produce evidence to prove that the American people, and more especially the residents of cities, have greatly deteriorated in physical vigor. The Anglo-American race in the United States, when developed under the most favorable circumstances, is probably the model race—the highest specimen of humanity yet known. And yet, of the persons born and educated in our cities within the last thirty or forty years, but a small proportion can be said with truth to possess a sound mind in a sound body. We have but to open our eyes to see physical imperfection and degeneracy all around us. Under the present conditions of city life at home and at school, a child stands a poor chance to enter upon the career of life having a good physical system, a body healthy, strong, well-formed, and of good size. We shall find in this prevailing physical degeneracy the reason why many of the girls who have received a good intellectual education in our schools are unsuccessful in their applications for situations as teachers. This deficiency in physical capacity is the reason why many who are appointed, are unable to discharge satisfactorily their duties as teachers without soon breaking down in health. For want of the bodily development and the power of endurance which our civilization ought to secure to the mass of our young men, it is frequently observed that the city boy, with all his knowledge and mental training, is outstripped in the race of life by the boy from the country, with little book-learning, but with a body invigorated and hardened by the gymnastics of the farm and by an unstinted supply of pure mountain air.

I am not one of those who believe that all the ills that flesh is heir to, are chargeable upon the schools. In a former report I took occasion to express my dissent from the views of those who hold that the health of our pupils is ruined by excessive school tasks. I did not believe then, and I do not now believe, that in order to secure the bodily vigor which was enjoyed forty years ago, it is necessary to cut down the standard of scholarship to what it was at that period. I maintain the opinion that good scholarship and good health are not incompatible with each other. Protracted confinement in ill-ventilated school-rooms has been far more destructive to health than hard study.

Granting then that bodily health, strength, and beauty are desirable; granting that physical degeneracy is a great and growing evil, the practical question for us is, what ought to be done *in our schools* to arrest physical deterioration?

I am not prepared to recommend at present any material change in the existing provisions of our system for the protection of health in schools. The regulations respecting vacations, sessions, recesses, studies, and home lessons are not the hasty product of a day. They are the fruit of wisdom and experience. They are good in the main, and should not be changed without careful deliberation. It does not seem to me that the desired result is to be attained merely by shortening the sessions, or by reducing the standard of scholarship. *The principal remedy which I would suggest is the introduction into all grades of our schools, of a thorough system of physical training, as a part of the school culture. Let a part of the school time of each day be devoted to the practice of calisthenic and gymnastic exercises, in which every pupil shall be required to participate.*

I fully agree with an able author, who has thoroughly studied this subject, that "a universal course of training of this kind, scientifically arranged and applied, in connection with obedience to other laws of health, might, in one generation, transform the inhabitants of this land from the low development now so extensive, to the beautiful model of the highest form of humanity."

As to the practicability of making these physical exercises a part of our system of public instruction, I entertain no doubt. It might make it necessary to employ for a time, or perhaps permanently, one accomplished teacher in this department of education. Such a teacher can now be secured. The exercises which I would recommend, can be practiced without costly apparatus, and without a room set apart for the purpose; they contain all that either sex needs for the perfect development of the body, and are adapted to mixed schools, so that both sexes can perform them together. And, finally, these exercises would occasion no loss of school time; for experience has demonstrated that pupils will make better progress in their studies, by taking a half an hour daily from the school session for exercise, than by devoting the whole session to study.

Hitherto we have directed our attention almost exclusively to intellectual education. The tasks of the brain have been greatly increased, without a corresponding increase of care for the preservation of health. This is the great defect of American education. It is fitting that Boston, the cradle of the great system of free popular education, should take the lead in showing to the world how this defect can be remedied. Henceforth, let both mind and body receive their due share of attention.

Superintendent of Public Schools.—JOHN D. PHILBRICK.

CHELSEA.

It is frequently urged by teachers, that teaching should be recognized by the community as one of the learned *professions*. We think the time not far distant, when the recognition asked for may be granted. It is not, as we believe, for the want of a proper estimate, by the public, of the dignity and essential nobility of the art of teaching, that it is not already ranked as a profession. Undoubtedly the general opinion is, (the exceptions are rare,) that the office of a teacher of children and youth, from its nature, and the moulding influences for good or evil which may spring from it, is not at all of secondary, but of the highest consequence. A humble Primary teacher may, in the discharge of this office, exert a larger, deeper and more lasting power, if the extent of power be rigidly estimated, than a college of surgeons, a full court of lawyers, or a council of divines. When teachers shall have so educated themselves in all the requirements of teaching—when their devotion to the *art* of educating others shall rise above their devotion to the money it may bring, or its incidental advantages—when, if we may so speak, the genius of teaching shall have been interwoven into the texture of their lives, rather than merely hung round them as a covering—they will really be professors, and their business a profession to be named with the highest. Before teachers can attain such a position in the community, many now ranked among them must be stricken from the list. As in case of the other professions, the best and most competent members suffer from association with the ignorant and the unqualified. Such, however, has been the known laxity, in some towns of the Commonwealth, of superintending committees, in the examination of candidates for the office of teacher, that many totally unqualified persons have sought employment in this capacity, as they would in the most menial occupation, simply for wages. As it is in the power of committees, so it is their imperative duty to change all this, and to look an applicant for the post of teacher through and through, searching the conscience as well as the mind, and looking not so much for *attainments* as for *qualifications*. Not the least of these, may be the teacher's own estimate of his profession.

Our predecessors have often called the attention of parents to the good which might be secured by their visitation of the schools. Complaints are frequently made, that a teacher is exacting, cross or partial, and unfriendly differences arise, which sometimes beget animosities between parents and teachers. Most of these evils might be easily remedied or avoided, if parents would occasionally visit the schools, attended by their children. They would thus come to *know* the teacher, to whom they could often explain peculiarities of temperament or disposition, the knowledge of which might prove of the highest service, both to teacher and child. We trust none of the parents will be deterred from such visits, by the notion that

they may thus create a disturbance, either in the order or the procession of the studies in the school. Our schools are, or should be, so organized, that the presence of no well-disposed person can disturb or incommode them. Moreover, there is no good teacher who will not gladly welcome the presence of any parent in the school-room. Is there any reason, then, why any good parent should not occasionally bestow the presence?

Much has been recently said and written concerning the "forcing system," which, it is alleged, prevails in our schools. The accusation is, that scholars are compelled, i. e., *forced*, either by the number of studies or the length and difficulty of lessons, to study too much, and to the detriment of bodily health. Whatever may be the truth of this accusation in its application to our scholars in Chelsea, the general charge is probably not altogether unfounded. Our system of public education, designed mainly, and limited, at least technically, to mental improvement, naturally leaves us open to evils of this character. Doubtless nearly every child in the schools, were its physical education carefully conducted, either under a public system, or by the attention of parents, could achieve all that is required by our course of study, not only without *forcing*, but without injury to the body, and with certain advantage to the mind. But in the absence of the means and appliances of a systematic physical culture, parents are inclined to ignore the care of the bodies of their children altogether, or to suppose that health and strength of body will be secured by a sort of miscellaneous running at large, or by the violent, but occasional exercise of certain games or diversions. We suppose it to be true, that over-exercise of the body is as injurious and fatal to *its* education, as excessive mental exertion to the education of the intellect. The exercise of skating or dancing for a half-dozen hours cannot, as we conceive, promote physical soundness, especially when such exercise is of infrequent, rather than daily or systematic practice. A celebrated physical educator of the present day informs us that he is not accustomed to employ more than an hour daily for absolute muscular exercise, though that has been *regular*, not occasional. This has proved sufficient to lead out in his case the most formidable muscles and the most intense health.

One other fact should be stated in vindication or rather in explanation of the "forcing system." We can entertain no doubt that many of our scholars employ time, that should be devoted either to sleep or to judicious physical exercise, in the pursuit of pleasures, which, to use the mildest term, are of doubtful influence both upon the physical and mental natures. They thus become enervated, unfit for the school exercises of the following day. A bodily infirmity is induced, which acts naturally and rigorously upon the mind. No committee-man would consent to an abridgment of the rational pleasures of childhood. They are even a necessary adjunct, perhaps an element of education. But they must be not so commonly

indulged, as to crowd out the real purpose of the young scholar's life. Above all, they must be well-timed and wholesome, like

“The cups which cheer but not inebriate.”

The course of study in our schools has been regulated and based, after much deliberation by successive committees, upon the average intellectual capacity of scholars. No other basis could with reason be adopted. Besides, there will always be, as there should be, in a greater or less degree, the spirit of emulation among pupils. We are ready to confess that this spirit of emulation is often attended with practical difficulties, which no judgment can entirely overcome. None but those engaged in the work of education can truly estimate these difficulties. Certainly, few parents, however much they may deprecate the “forcing system,” can judge of the consequences which might result from lowering the standard, or narrowing the measure of our studies. But yet the standard *must be* lowered, whenever it shall be either beyond the average mental capacity of children, or beyond their reasonable powers of physical endurance. There can be no varying gauge or sliding scale in public schools which will, at all times, preserve the happy medium; and all must admit that, if one thing is to be done rather than another, it is better to bring up the physical powers to a height of health which can well endure the mental strain to which they may be subjected, than to lower the intellect to the accommodation of a weak, and, if we may use the term, an *uninstructed* body. Some of the committee are persuaded that the hours assigned to study in the schools are sufficient, and that all the time *out of school* should be devoted to other pursuits—in other words, that there should be no study at home. It can hardly be questioned, that six hours of well-directed study in school would accomplish for a scholar whose physical and moral education is simultaneously and harmoniously progressing, far more than an indefinite number of hours for him whose intellectual culture is not thus accompanied. In fine, we may express our judgment upon this vexed and difficult question; by the remark, that, as in the rearing of a building, so in the training of a child—the work of education—a general harmony and proportion must ever be observed.

The whole number of Primary scholars, on the first day of December, 1860, was 1,219. This has been about the average number for the year, and is a gain of 101 over last year. From causes which will readily be suggested, the average attendance is much lower than in schools of higher grade. In fact, too large a proportion of these scholars are sent to the schools before they are old enough to receive the slightest benefit from them.

Of this department of our educational system, we can hardly speak according to the measure of its importance. Throughout the whole range

of instruction, there is, perhaps, nothing so difficult to conduct, as this apparently simple matter of Primary Schools. "Any body can teach a Primary School," say many thoughtless persons, who think that a mere knowledge of the elementary branches will suffice for the discharge of this function. The truth, however, is, as all who have had experience in the work of superintending schools do certainly *know*, that *few, very few*, can teach a Primary School. Our judgment is, that for the real, the thorough teaching and control of one of these little schools, the best faculties and the best balanced mental and moral nature are requisite. It would be quite easy, did space permit, to demonstrate the truth of this proposition to the satisfaction of every doubting mind. Yet no elaboration of argument would show it as clearly as the facts which the visitation of Primary Schools will reveal to those who are desirous to know the relative importance of these schools in the general scale of education.

Chairman.—TRACY P. CHEEVER.

WINTHROP.

The first settlers of our Commonwealth displayed the wisdom and strength of their minds in placing the cause of popular education second only to religion itself. It is probable that no system of self-government has been or can be devised, that can well succeed without properly educating the masses. The powerful influence of popular education on individual character is felt in the domestic circle, in the neighborhood, the town, Commonwealth, the nation and church of God. Still there are those who dishearten their children from availing themselves of all the privileges of common education, by this argument: "I have succeeded without such studies, and so may you." Grammar, and the more difficult parts of our common arithmetic, are repudiated by such parents. How much wiser the sentiment of another class, "I was prevented by uncontrollable circumstances from getting an education, and have suffered for it all my life, and if I can give my children nothing else, they shall have an opportunity to get a good education." Parents should encourage their children to get all the education in their power to acquire. There is another way in which the carelessness of parents becomes a positive hindrance to the schools and exhibits their own inconsistency. If the farmer hires help he overlooks all the labor himself, and sees the day's work done, the cows milked and fed, the horse watered, brushed, and fed with the specified amount of grain; and even the filthy swine are to be properly cared for. With equal care the mechanic oversees his journeymen and apprentices; and the merchant his clerks, to see that they perform every department of business properly. But the teacher of their children

they seldom or never look after. Term after term passes, and they never feel interest enough to encourage either their children or the teacher, by their presence in the school. Parents are apt to depend too much upon the reports of the children at home, supposing that *their children cannot lie*, and *will not* misrepresent, and thus sometimes become prejudiced by listening to the outgoings of the momentary passions of a child.

School Committee.—JOHN S. DAY, DANIEL LONG.

ESSEX COUNTY.

AMESBURY.

While we know that society and home influences chiefly educate us to manners and morals, we cannot close our report without again adverting to the influence of the school-room in this regard. Parents and companions have formed for the child a character before he enters the school. If these influences have been right, how carefully should the teacher guard his pupil from wrong impressions and pernicious examples! But even if such influences have been poisonous, let him not despair. Often it is in his power to make an impression on the heart that time can never efface. The discipline of the school may do much in the moral training of the child. Nothing is gained by treating acts essentially wrong merely as a violation of the rules of the school, established by the teacher for convenience. The scholar should be led to feel that he has disobeyed a higher than human authority—that both teacher and pupil are under the inspection of their Maker, and accountable to Him for their acts—that the teacher in enforcing discipline, and the scholar in obedience, should regulate their actions by the will of God. Thus the moral nature of the child is strengthened, and character formed on immutable principles.

In conclusion we would urge upon parents the importance of a more active interest in the welfare of the schools. They have faults and imperfections, but we have cause for gratitude to Heaven for their present measure of prosperity. If we would see them continue to improve, there must be unceasing vigilance in their behalf. Let every influence be extended to make the schools the means of intellectual strength, physical development, and moral worth.

School Committee.—Y. G. HURD, G. M. KELLY, J. MERRILL, JR.

ANDOVER.

School-houses and their surroundings.—Within a few years past several new school-houses have been built, and others have been remodelled and greatly improved. This is very creditable to all concerned, especially to the inhabitants of those districts in which the population is sparse, and the number of children in the schools small. There are, however, two or three other houses which are far from furnishing suitable accommodations; and the absence of necessary out-buildings is much to be regretted.

What is worth doing at all is worth doing well. If it is necessary to have a school-house, make it convenient, furnished with all the substantial improvements. Let its interior be constructed with regard to health and comfort; its walls be adorned with outline and illustrative maps and a liberal space of blackboard. Let there be out-buildings connected with the school-house, an ample yard for playground, shade and ornamental trees, gymnastic arrangements, and, in fine, whatever will contribute to the mental and physical development and happiness of the scholars.

Prudential Committees.—As the town seems disposed to continue, for the present at least, the old policy of authorizing the prudential committees in the several districts to contract with teachers, we hope we shall not be considered as trenching upon the rights of others, if we make a few suggestions touching this matter. The importance of the office cannot be too fully appreciated, nor can its functions be too judiciously exercised. It should not be conferred or accepted as a burden, but as a duty, the faithful discharge of which is sometimes difficult, and always important. Although no pecuniary remuneration is received for services rendered, the trust is none the less responsible; for the interests of many are affected for good or evil by its performance.

The large number of teachers from which a selection may be made precludes the first applicant from any special claim for a given place; and the committee is fully justified in maintaining a good share of independence in deciding upon applications. The qualifications of teachers engaged should be such as to leave little or no doubt of their approval by the superintending committee. In making the selection, reference should be had to adaptation. Some teachers are adapted to one class of schools, and some to another. In their appropriate places they may succeed exceedingly well; but in others their efforts may prove little better than a failure. Care should be taken to properly grade the wages of teachers, and, as far as possible, secure a uniformity in this respect throughout the town. It has sometimes been the custom to engage teachers because they were the first to apply; and, as a secondary consideration, to stipulate with them about the price. This course places the committee completely in

their power; because the *engagement* has been made, and the employées may then very properly dictate terms. The committee should visit the schools, and sustain the teachers during term time, and attend the examinations. Thus by the force of their example, and a vigilant watchfulness over the interests of the districts, they may render themselves efficient and useful in their several communities.

Teachers.—No class of persons exerts a greater influence on society than the teachers of our schools. While their position is one of such vast magnitude, adequate qualifications are indispensable, that the wants of the times may be fully met. And none should aspire to the vocation who do not appreciate in a good degree the responsibilities involved. One important requisite for successful teachers is good common sense. Whatever else they may possess, without this they will fail in a greater or less degree. Scarcely less important is it that they should have a thorough knowledge of human nature. There is unquestionably a large amount of this element in men, and *some* in women and children. Teachers meet it in its diversified phases, and should be prepared to modify and properly direct it in its milder or intenser developments. Steam is a wonderful power, and without control may do immense mischief; but when managed with skill it becomes a powerful agent for good. So with children; they are propellers, and without skilful training are likely to run off the track. Such a result is not the fault of the motive power, but from the want of judicious engineering.

Teachers should be good scholars; for, how can they teach others accurately while their own education is defective? They ought to be conscious of a thorough preparation for their work as a sustainer in it. Nothing can be a more serious drawback upon the usefulness of teachers, than a consciousness of their own inability. And if such inability exists, and they are not aware of the fact, it is all the more to be deplored. If they have not confidence in their own abilities, how can they expect others to regard them with favor? And if their confidence outstrips their knowledge, they can but expose their ignorance.

Teachers are prone to fall into a formal mode of conducting recitations, —a kind of mechanical routine,—and in some instances appear to think they have done their whole duty by asking the stereotyped questions in the book, and by having heard a parrot-like repetition of the answering words. But this is far short of accomplishing the whole duty of the teacher. The object should rather be to stimulate scholars to think, to reason, and to furnish them with the knowledge of things, and not with mere empty words. We want more spirit and animation in our school exercises.

Teachers can impart much valuable information, by remarks upon the several branches of study pursued, and can intersperse questions of interest

during the recitations which will draw out the minds of the scholars. Pupils should be allowed to ask relevant questions, and receive such replies from the teachers as will aid them in arriving at correct and satisfactory results.

Teachers should be careful to fulfil all their promises to the scholars, even if some of them relate to punishments. The scholars will have more regard for them for pursuing a consistent course, than they would to listen to threats without witnessing their execution. Every thing like favoritism among pupils should be avoided, unless it be exhibited towards the more obtuse and dull; in which case the manifested kindness will meet with generous sympathy.

The Normal Schools of the State furnish a large number of teachers annually. The course of instruction in these institutions is peculiarly appropriate for preparing the pupils for their work. So far as the graduates have been employed in this town they have acquitted themselves creditably, and given us great satisfaction. If they are deficient in any respect, it is as disciplinarians. A hundred or more young ladies in a Normal School, preparing for teachers, are expected to conduct with propriety, and may need little or no correctional discipline. But one of our public schools, made up of scholars of both sexes, ranging from four to twenty years of age, is quite a different thing. We are aware that this is a very delicate matter to refer to; but if a gentle hint of the need of a firmer discipline on the part of Normal School graduates should remedy the defect, we should feel amply repaid for our effrontery in intimating its possible existence.

Parents.—The committee call the attention of parents to the good which might be accomplished by a more general visitation of the school. In some districts the people, to a considerable extent, have discharged this important duty, and we take pleasure in awarding due credit; but in others there has been an unjustifiable neglect in this matter. One of our most faithful teachers, at the close of the summer term of her school, submitted a report, from which we make the following extract: "The teacher has been cheered by the frequent evidence she has had that the parents were interested in the school, and co-operating with her in her labors; yet, with repeated invitations, but two of them could be prevailed upon to visit us in our school-room." It is much better for the parents to visit the schools, and judge of their condition and of the qualifications of teachers by their own observation, than to depend on the capricious representations of their children for the desired information.

A whole neighborhood may be thrown into an uproar about a teacher against whom no just complaint can be made; and an impartial investigation of the facts in the case may result in abundant evidence of a faithful performance of duty, instead of the criminal dereliction hastily and

unjustly alleged. "Falsehood will travel a thousand miles while Truth is putting on her boots." Teachers may be sometimes to blame when difficulties arise ; but both sides should be heard before judgment is rendered.

Parents make a great mistake when they neglect to become personally acquainted with their teachers and schools, and yet disparage both. They should never lend their ears to the complaints of their children against teachers, or sympathize with insubordination in school. Very few scholars are found who do not at times require punishment ; while the teacher should be judicious in its application, parents should be slow to interfere. Parents may greatly aid teachers by a judicious course, or much circumscribe their usefulness by an ill-advised one.

In closing, permit us to congratulate the citizens of Andover that a fair share of success has attended their schools the past year, and to impress upon them the importance of increased efforts in their behalf hereafter. It is no time to relax exertions for promoting the interests of general education ; rather let us adopt the inspiring watchwords, "Upward and onward," and, by corresponding zeal and efficiency, elevate its standard in our community. It is not enough to acknowledge the importance of the subject, or to give a tacit assent to plans for improvement. The times demand, not that a few should be alive in the matter, but that all should feel a lively and intelligent interest, and co-operate in perfecting our public school system, of which we may well be proud, and which promises much richer blessings in the future.

School Committee.—GEORGE FOSTER, GEORGE MOOAR, JAMES BAILEY.

BEVERLY.

While but few changes of system or of method have been introduced during the past year, it has been a constant aim to make the most of existing arrangements, under the full conviction, that in ministering to the demand for "something new," the perfection of our educational facilities is not to be looked for. Our hopes, as the friends of general education, must rest upon a more substantial basis than mere *novelty*, in the "ways and means" of public instruction. Much more depends upon patient application, industrious effort and judicious management, in the use of already approved means, than upon the adoption of every "new thing under the sun" pertaining to theories and modes of teaching, "improved" text-books, and various labor-saving inventions. Unquestionably, there are some real improvements occasionally brought to light, which are well worthy of consideration in providing for the convenience of giving and receiving instruction ; but it is equally true that there is a very great liability to try experiments in the many proffered helps to learning, which may prove much more expensive than profitable. But while deeply impressed with these views, your committee have not been

indifferent to the claims of whatever, in their judgment, might contribute to the elevation of the schools to a higher standard of true excellence. It is hardly possible to overestimate the importance of the interests involved in the proper management of the public schools. The history of more than one thousand children within our borders, is, in a great measure, to be determined by what is done for them in these schools. Their future respectability, prosperity and usefulness will, more or less, depend upon the kind of schools provided for them. They will be to society very much what they are educated to be; and hence hardly any thing can be more reprehensible than negligence in giving them the best opportunities for most successfully acquiring useful knowledge, and most impressively receiving right directions as to their principles and practices.

With a deep sense of these responsibilities, your committee have felt painfully dissatisfied with the insufficient amount of service which they have been able to render in the discharge of their prescribed duties. Their other engagements make it impossible for them to give all the time and attention to the demands of their appointment, which the prosperity of the schools and the provisions of the law obviously and wisely require. The result of all our experience and observation leaves no doubt in our minds that the true policy of school supervision involves the appointment of some competent person as a superintendent, who shall devote himself exclusively to the careful oversight of all the schools, and give to each the frequent visits and the close inspection of which they are often deprived under the present arrangement. It must be evident to every mind that one man, possessing requisite qualifications, whose whole and only business is to look after the interests of the schools, can do the work required, far better than any number of men whose various professions and occupations impose upon them all-engrossing cares and duties, fully equal to the utmost exertion of their powers, and necessarily involving the inadequate performance of their duties, as the responsible guardians of the most important interests that could be entrusted to them. A fair trial of the superintendent system, under favorable circumstances, would undoubtedly bring it into great favor.

One of the most obviously needed reforms relates to the frequent change of teachers. In full one-half of the schools the summer and winter teachers have not been the same, and in about one-third, new and strange teachers have taught in both the summer and winter terms. To this state of things there are most serious objections. Competent and permanent teachers are necessary to ensure good schools. A poor teacher is a curse to be dreaded, and a *new* teacher, however good, is not always a blessing to be desired, but, in a multitude of cases, rather a calamity to be deprecated, because of the loss which must of necessity attend the introduction of unknown parties to each other in the school-room, where weeks must be nearly wasted in forming the acquaintance which is essential before the teacher can begin to

teach or the scholars to learn at all advantageously. Many months are thus thrown away annually, and the progress of hundreds is retarded, if not permanently checked, by the diversion of mind and the discouraging circumstances involved in these unfortunate changes. The fact that the summer teacher is a female, does not, by any means render it necessary that a different winter teacher should be secured; for it would often be vastly better to retain an efficient female teacher for the winter, than to employ any stranger whatever, to say nothing of the liability to get a worthless substitute, who is nevertheless a man! The best teachers should be engaged at the earliest period, and their services secured from term to term and from year to year, by affording them all reasonable inducements to remain where they must, from the nature of the case, be very much better qualified for successful service than any one else could be for a long time. When favoritism rather than fitness determines the choice, and cheapness rather than excellence turns the scale of engagement, then the interests of education are in no small danger of being woefully sacrificed. It may be good economy to pay a well-proved teacher two, or even three times, what would secure another, having the best of recommendations, but not known to possess suitable adaptations, the value of which is enhanced in proportion as they have been tested by acceptable service. And in this connection we would speak of the claims of the Primary Schools, which are, in no sense, of inferior consequence. They are the foundation of the educational structure, and the work done in them should be well done. It is a great mistake, therefore, to suppose that less care is required in providing teachers for these schools of lower grade than for the more advanced departments; and that it is of less consequence to secure the very first order of qualifications, for teaching the smallest children, than for the instruction of those in maturer years. It should be better understood that the best, the very best talent for teaching, is needed in the schools for beginners, and, if necessary, the highest price should be paid in order to secure it. In the judgment of the committee, the teachers in the Primary Schools are not sufficiently compensated for their services, and it is our growing conviction that there should be more inducement for them to continue where they are needed, without being driven to seek employment in schools of higher grade in order to be better remunerated.

All arrangements for the education of the young should be made on the liberal scale indicated by the superior claims of the object to be accomplished, as compared with every thing else for which public expenditures are authorized. It is the wisest policy to provide the best possible schools for those who are to be the men and women of the next half century, for whose qualifications to fill various positions and spheres, we, of the present day, are in no small degree responsible.

Chairman.—J. C. FOSTER.

BOXFORD.

In closing this report the committee would refer briefly to one fact that demands, and ought to have, the earnest consideration of every thinking person in the community. We refer to the short sessions of our schools. Twenty-eight weeks at the longest is all the time out of the fifty-two afforded to the child for the purposes of education, by the amount of money now appropriated by the town for the support of schools. In view of the increasing demands of the age for men and women of education and culture, and also of the fact that all the education of the majority of our children will be obtained in our district schools at home; it becomes a question of the utmost importance, whether the advantages which our children enjoy, cannot, and should not be made greater. There is such a thing as a liberal economy; but it is a mistaken policy to deprive our children of any advantages they might possess by making very little sacrifices on our part; and we judge it shows a perverted feeling in regard to this subject, when any community is willing to vote more money, in proportion, to keep its roads in order, than it is willing to vote for the purpose of opening to children the highways of learning. What we do in this matter we do for the benefit or injury, not only of ourselves but our posterity, and a far-reaching judgment will not suffer a present false economy, to cripple the resources of future usefulness. Every day facts will bear us out in the assertion that that community will ultimately be the most prosperous and flourishing in every respect, which devotes the most money possible, in proportion to its means, to sustain and perpetuate a system of free and liberal culture among its people. No city, village or town need have prouder monuments than well-proportioned and convenient academies and school-houses, filled with eager and attentive learners, taught by efficient and devoted instructors, and "kept the year round."

We do not plead for such a state of affairs to be immediately ushered in here, for that would be asking almost an impossibility. But we do plead that a step may be taken in this direction. How heavy an additional tax would it require to lengthen out the terms of our schools by weeks, and even months, each year? And yet no one will deny, if such a course was pursued, that the beneficial results flowing therefrom, would be almost incalculable. Let us then urge this matter upon the serious consideration of all, more especially upon the voting portion of the inhabitants of this town, and let us ask ourselves, with all due regard to what is coming hereafter, which of two results we would prefer—that our children may be cramped in their advantages by restrictions voluntarily laid upon them by us; or whether we prefer to sacrifice a little now for the good of coming generations, that the future results may be such as we shall not be ashamed to look upon.

DANVERS.

Our school teachers should possess in an eminent degree the tact and endurance to drill a school; and should practice these qualities in the school-room, whether individuals and scholars in the district like it or not. A distinguished writer says, a person may learn the German language better by committing three or four hundred lines, and then repeating them, than by any other way; and it is certainly true that one acquires a more thorough education by going carefully over a little ground, than by skimming a vast field. Our scholars should always be under good discipline; but to have this important element in the school-room the silence of the tomb is not expected nor desired. A well-regulated activity and animation, combined with proper quietness, are its indications. Even inanimate objects, it is said, grow so fast under good culture that you may hear them. Corn, for instance, our farmers will tell us, in the warmer months, when supplied with moisture, may be heard in its growing labor. Can children grow mentally, with their natural restlessness, glowing with life and feeling, with less noise than the corn?

Nor should there be any attempt to restrain them into postures resembling posts or stones. The countenance, that great index and mirror of their mind, must have its proper play; and the body, that master-piece of the Creator's mechanism, must be allowed often to quietly change its position. The discipline essential is to render these changes and varying expressions easy and pleasant—not to hinder them.

The consideration of this matter leads us to an examination briefly of the teacher's authority over his pupils in the school-room. The general proposition is true, that he has the same as the parent—an absolute control, not more, and not less. Nor must this authority be modified or limited by parental interposition. We hear people sometimes talk as if their children should obey *them*, though, contrary to the rules and regulations of the instructor; aye, though contrary to the laws of the Commonwealth. They say their children shall not read the Bible, for instance, though the law says they shall, not leaving it within the discretion of teacher or committee to determine. This course is entirely wrong in every aspect. It is wrong to send children to a school with the impression so false that they have any right to disobey their instructor, by directions received at home; for how are our schools established? By the people, and the whole people, not a part. In their rules and regulations they are governed by the whole people, otherwise they would not be common schools, or schools for all; and as no individual has a right to set the law at defiance which the whole people have made, so likewise he has no right to instil into the minds of others, and especially of the young, a disregard of its

requirements ; but if he thinks a given rule of action is wrong, he may in a proper way correct, or endeavor to correct it.

He cannot, however, defy it, by endeavoring to make his opinion authority. This leads to unavoidable conflict with the power by which schools exist. If he denies the authority of the law, he can receive none of its benefits, and must forego the privilege of sending his children to school. Should individuals determine in the least degree the course to be pursued in a school, the end of the school would shortly come, in contention and confusion ; thence it follows that unlimited authority on the part of the teacher, (subject always to the law,) and implicit obedience on the part of the scholar are elements of any school system. The teacher is under restraints, however, for the law grants him no peculiar favors. If he abuses and cruelly beats his scholars, he may and should be punished as a criminal, and is liable to the injured party for damages. School committees are his masters, so that he may be corrected or discharged at their discretion. With these checks, and with a knowledge of his character before he is employed, and a thorough examination into his attainments, our schools are as well protected from tyranny as human skill and ingenuity can devise ; but while the committee may check and the law restrain teachers in any undue course of behavior, there are positive duties that must be suggested for the teacher to perform.

He should ever remember that the young are very susceptible, and that much depends on early habits. He should urge and prompt the indolent to energy and activity, both by precept and example. It will not answer for him to preach merely, remaining at his desk the while ; but he must go forth, and by his own industry infuse life and feeling into the minds of the sluggish, recollecting that "actions speak louder than words." Can our instructors expect their scholars will be prompt when they themselves are dull and lazy ? The teacher should encourage the poor and backward scholar with cheerfulness, and assist him by suggestive illustration. He should let his light so shine that the most obtuse vision may see ; and should discriminate with great care between his pupils. Some may require restraining in their activity and feverish ambition, and some will go along about right of themselves. In short, a teacher should possess a clear perception of character and a great command over his own actions, that lessons of utility and wisdom may be imparted to the youthful mind, not found in books. We would make a practical application of these remarks to the schools of Danvers. Our teachers in the large schools of our town may think it too much of a task to make themselves familiarly acquainted with each of their scholars. There is labor to be sure in it, which it may be difficult for them to fully accomplish ; but we demand the disposition to make the attempt manifest. Nor is delinquency in this respect excusable on the false notion that familiarity breeds contempt ; for this is not true if

the person himself is not contemptible. We would have our teachers carefully guard against all appearance of indolence. They must be alive to their duties if they would fully earn their wages.

School Committee.—I. W. ANDREWS, A. A. PUTNAM, A. W. CHAFFIN, JAMES FLETCHER, J. W. PUTNAM, RUFUS PUTNAM, A. S. HOWARD, R. S. CHASE, A. MUDGE.

ESSEX.

There is one subject to which we would call the attention of the town, and that is in regard to the *inadequate and comparatively small amount of schooling* which we are giving our children. This is a matter which has often presented itself to the minds of the committee, and has been referred to by them in past years. And it is a subject upon which all must feel interested, for it is one which concerns all, and especially parents, who are naturally interested in whatever may have an influence upon the welfare of the young. No subject to which our attention, as a town, can be called, is more deserving of a careful and deliberate determination than this, for, in this business, we are acting not so much for our own benefit, as for the welfare of posterity. But our committees have looked for a remedy of this evil through a re-organization of our school system, rather than in any other way. The fact that we could give our children by such a change, a sufficient amount of schooling with the same appropriation of money, has been so repeatedly shown, that we shall content ourselves with a reiteration of that fact, and the expression of our opinion, that the arguments in favor of a change of system have lost none of their importance.

School Committee.—DAVID CHOATE, JOHN PRINCE, NATH'L BURNHAM, 2d.

GEORGETOWN.

The system of our schools is as good as we need expect or ask for at the present. The arrangement under that system has been, for the year past, as good as ever before, if not better. The teachers employed the past year, certainly will not suffer in comparison with those of preceding years. The advancement made has been onward, and would compare favorably with that of any previous year, but is infinitely beneath what it might be, and ought to be, both in its extent and in its diffusion among all the youth in town. Read the details of one or all the schools, ponder upon the facts therein set forth, and none can be so dull as not to discover the great drawback upon their legitimate results. *Compare the whole number of scholars belonging to each school with the average attendance of the same school.* In the High School, even, where the pupils and their

parents both are supposed to be aware that education cannot be acquired without the personal attendance and attention of the pupil, in the spring and fall terms, the average attendance is thirteen less than the whole number of scholars, and in the winter term this difference is eight. Read the number of absences in half days in each of the district schools. The amount is perfectly startling. The careful consideration of these facts, is almost enough to make one, in a moment of forgetfulness, exclaim, Are the fathers, the mothers, the brothers, the sisters, one and all, afraid the children of the town will receive that education that our school system provides and urges upon all for acceptance?

Irregularity of attendance or non-attendance upon school, is the great drawback upon universal education; a radical and complete cure for which neither the legislature, nor teacher nor school committees can provide. Home influence and home exertion can work the reform. Let the education of children be sought with the same unfaltering zeal that some seek after wealth, pursued with the same persistency of purpose that others strive for luxuries, and the effects would be magical upon our schools. Then no little dislikes, no little jealousies would keep at home, or drive from the school-room, the child of any one.

School Committee.—J. P. JONES, G. D. TENNEY, H. M. COUCH.

GLOUCESTER.

Although the experience of several preceding years had declared in favor of the general plan upon which our schools are conducted, the committee undertook the care and supervision of them with an earnest desire to correct all errors in the system, and all defects in the administration of it, that a careful observation should bring to their notice. With regard to the system, we have only to observe, that the result of our experience coincides with that of our predecessors, and that a successful trial of eleven years bears evidence of the wisdom of the town in establishing it. But the best system, in any department of human action, may fail to accomplish the desired good, through the incompetency of the agents employed, or the resistance which it cannot itself overcome. These obstacles to success our schools still have to encounter, though we believe in a constantly diminishing degree, which wise and patient effort may at last reduce to the minimum amount.

The direct responsibility for the manner in which the schools are conducted, devolves upon the school committee, whose duties are so various, so extensive, and so difficult, that it is a matter of no astonishment to meet occasional complaint in relation to their proceedings. The retiring board, however, while making no claim that their acts have deserved approbation for any thing beyond good intentions, have the satisfaction to believe

that they have so discharged the important trust placed in their hand as to give general satisfaction, and thus to preserve the tone of peace and harmony concerning educational matters, which has happily prevailed in our community for several years. Their most difficult duty, the selection of teachers, has been performed with all the care and judgment they could bring to the work, and though some failures have occurred, it is believed that the schools generally have never been under better instruction than during the past year. We have now a corps of faithful and devoted female teachers, most of whom belong to the town, and many of whom have had the advantage of special training for their work; and we see no reason to doubt their ability to carry forward such improvements in the methods and means of instruction, and in the general character of the schools, as the advancing standard of education seems to require. The condition of the schools, in the most important respects, depends upon them, for, without any suggestion or requirement of the committee, they have the power to originate and accomplish many needed reforms. The experience of the last year, in some of our schools, abundantly testifies that the old evil of irregular attendance may be almost entirely overcome in every one, if the teacher will attack it in the right spirit and with the right means.

The great expenditure on account of our schools may well suggest the inquiry: Do we get a sufficient return? The committee believe most sincerely that we do. Our answer is, that every child in town enjoys the opportunity of acquiring a good common school education, and that hundreds of our children, if this great blessing were not within their reach by public provision, would grow up in ignorance and become victims of those vices of which ignorance is the parent, or be obliged to content themselves in the position of hewers of wood and drawers of water for their better educated fellow beings. We do not, it is true, make a great show in the "higher branches," though, even in these, our Female High School enjoys a good reputation, which is constantly increasing. The Boys' High School can never make a creditable exhibition in advanced studies till it shall cease to be the practice for most of the pupils to leave the school in the middle of the course.

As long ago as 1725, the town encouraged the erection of a school-house, "to keep a good school in for the godly instruction of children, and teaching of them to read and write good English." These are the great ends at which we still aim, for, though we have abandoned the catechism, we require all teachers to enforce upon their pupils, on all proper occasions, the importance of cultivating a love for truth and justice, and of founding the whole conduct of life upon love to God and love to man. Now, as then, our first and chief object in intellectual instruction, is to send all our children into the labor and business of life with the ability "to read and write good English;" and though we are obliged to admit that

many of them, with all our educational advantages, fail to get it, we know that it is not an end of impossible attainment, and we feel that effort only is needed—wise, constant, earnest effort, combining the zeal of a missionary with the self-sacrifice of a martyr—to accomplish it.

Chairman.—JOHN J. BABSON.

I am happy to say of our schools, as a whole, that they have, during the past year, met with a good degree of prosperity and success.

Our common schools are the glory of our country. They were established upon liberal principles and a firm basis. The seed has been sown with liberal hand, the crop has been carefully cultivated, and all are invited to reap the harvest. No one is excluded; the rich and the poor, the native-born and the alien, may alike be the recipients of this bounty of the State. No great sacrifice in return is demanded. The privileges are offered, subject only to such wholesome restrictions as an intelligent community deems necessary to favor the best interests and the greatest usefulness of the institution.

We are what we are as a community largely by virtue of our common schools; and were not lower interests and trifling causes permitted to force themselves in and deprive so many of our youth of the advantages of the great educational privileges which are open for them, we should not be merely what we are, but our character would be altogether higher. Facts, taken from the history of some of our schools, that may tend to point this assertion, and bring the matter home to the attention of our fellow citizens, will appear in this report.

The facilities for acquiring a respectable English education are so great that it can be little less than crime to grow up in ignorance; and yet we have youth in our community who have arrived at the age of fifteen years without having mastered the multiplication table. These great educational privileges do not propose to furnish those with learning who would make no effort. There is no highway to knowledge, over which our youth can glide with such tremendous velocity as to acquire all that is desirable by spending the smallest possible part of their time in the school-room. The greater the privileges, the more apparent the duty. Every favor we receive imposes additional duty, and should create deeper solicitude on our part that we may properly appreciate it.

It must not be supposed that children will acquire a good education without the attention of their parents, merely because the privileges are so great. Parents are under great moral obligation in view of our educational advantages. I would say to every parent: The education of your children should be a subject of vast concern. Would you have your children grow up to become respected and useful members of society, *educate* them. Would you leave them a legacy ten-fold more valuable

than all the pecuniary profits of a lifetime of toil and labor, *educate* them. Would you have your last days rich in the blessings of your children, do not neglect to *educate* these children. Watch over them with all that solicitude which childhood in its weakness requires. Prompt them to be constant at school; visit them there, remembering that, as "Iron sharpeneth iron; so a man sharpeneth the countenance of his friend." They need your sympathy. They need your encouragement. They are seeking for treasures which can be secured by those only who seek in earnest. Assist them in removing those little discouragements which tend to dishearten *now*, and, by-and-by, they will see obstacles only in the distance, beckoning them on for greater triumph. It may be proper for me to suggest here, that I think parents sadly neglect a duty, in not more frequently visiting the schools. The co-operation of parents with teachers and committee is absolutely necessary in securing the highest state of usefulness of our school system. They should labor to bring their children under its influence. The discipline, also, of the school, can be rendered much more efficient by the assent and support of the parents, by some degree of confidence in the teacher, which might as easily be gained by visiting the school as in any other way. The shepherd would not turn his cattle upon the hills to graze, without carefully heeding the injunction of the wise man—"Be thou diligent to know the state of thy flocks, and look well to thy herds." Of how much more importance the guardianship of our children!

Superintendent.—HENRY CUMMINGS.

GROVELAND.

In our review of the schools for the year, we have but one leading idea to present, and that has been foreshadowed in our remarks in relation to the several schools; to wit, that that portion of our young people who are to manage our public affairs, give tone to, and control all moral and educational measures, and thus determine the character of our town,—that this portion of our children are deficient in all the branches of a common school education. It is a sad confession to make, but a regard for the truth, and the hope that the truth may do good, compel us to make it. It may be said that girls under fifteen years of age are naturally quicker and learn more readily than boys of the same age, and that thus the difference in their appearance is accounted for. If we grant this, then it follows that the boys instead of going to school less than the girls, should go more; instead of leaving school sooner than girls of the same age, that they should go a year or two longer. Is this hard for the parents? It is but the simple performance of their duty. Who does not desire that his children should be an honor to him and a benefit to the community in which they dwell?

Should he hesitate then to use the means to accomplish this desirable end, when they are freely offered, and all it costs to avail himself of them is the time of his children?

But time, it is said, is money. The time of children while in school, or while they *should* be in school, is more valuable than money; for he who takes from them the time that they need to study, takes from them that which can never be replaced.

The average length of the winter terms of our schools, is not any more now than it was twelve or fifteen years ago; yet the scholars leave school several years younger now than they did then. It follows therefore, that they do not receive so good an opportunity to acquire knowledge as those who preceded them by a few years. Yet they need it just as much, for all useful knowledge dignifies and ennobles man. And the estimation in which any class is held, depends largely upon the character of those composing it. We wish the parents to think more upon this subject, feeling assured that the more they think the more they will do to advance the education of all their children.

School Committee.—E. B. GEORGE, T. DOGGETT, J. L. WALES.

IPSWICH.

In the examination of candidates for admission to the High School, the attention of the committee has been, of necessity, called to the prevalent and great defect in *spelling*, and that of words in familiar use. In some cases the failures in this exercise alone would have been a sufficient reason for the rejection of an applicant. But never yet a fault stood alone. We speak of this defect now in the hope that it may receive the special attention of our district school teachers, and of their scholars generally—those especially who would enter the High School.

The registers of the schools indicate a large amount of irregularity of attendance which is not to be accounted for, in many instances, by sickness, bad weather and walking, or other occasional and unavoidable hindrances. The just inference in such cases is indifference on the part of the scholar, an easy connivance, or neglect on the part of the parent.

It is a hurtful practice for the scholar, whose frequent breaks in his studies prevent his forming a habit of application, and interfere with his thoroughness. The unfavorable effect is invariably seen at the examination. It is a wrong to the teacher, whose reputation suffers measurably, often unjustly, from the deficiencies of his irregular pupil. It is an injury to other pupils, of the same classes especially, whom he hinders in their progress. If every parent will inquire into the habits of his children in this respect, and enforce a regular attendance, the effect will soon be perceived

in the greater improvement of the individual scholar and the better appearance of the school as a whole.

In this connection also the question arises, has not the teacher something to do to make his school attractive and create an interest in study? No stupid scholar is too stupid to find out when his teacher takes a kind interest in him; no mind is there so numb, that it cannot be touched by that kindness. A dull boy disliking study cannot be made to love it, or to put forth any effort for his own improvement, by being scolded at, day after day, for his dulness, and having it daily impressed upon him that he never will, never can learn any thing. No course that a teacher can pursue will more surely drive a boy from the school discouraged and hating his teacher. Is there not in every child some redeeming quality to which a teacher interested in his welfare can address himself? In nine cases out of ten may he not by saying less and less, reproachfully, about *natural* defects, (which are to be pitied rather than chided,) and by encouraging what little effort he does make, in the right way, and commending what little is good in him, draw out, at length, some hidden power, and secure to himself the noblest of a teacher's triumphs—to take in hand a most discouraging subject, and after all, make a true man of him?

Indulge the committee in the expression of another thought, more particularly applicable perhaps to those upon whom is devolved the duty of selecting teachers. It is a mistake to suppose that any one acquainted with the rudiments of a common school knowledge is of course qualified to take charge of a Primary School. Such schools are composed of the youngest and most restless, and at the same time the most imitative little beings, who usually require on the part of a teacher more tact and skill for successful management than older scholars. A teacher well qualified for a more advanced school may fail here. The education continually going on with these little ones is not (even the chief part of it) the acquisition of book knowledge. It is the education of temper and behavior. We have seen schools in which we have feared disobedience and lawlessness were the principal lessons taught, lessons that will not be confined in their influence to the school-room. It is a reported saying of Lord Brougham, that a child learns more within the first three years of his life than in any equal portion afterwards. We would alter it from three to seven years and echo the remark. We are therefore disposed to attach far more importance to the selection of a teacher for a Primary School than is commonly thought necessary. We would have the children, in the most susceptible and imitative period of their life, under the daily influence of teachers who are not only well instructed themselves, apt to teach, naturally kind in disposition and fond of children, but also with some little experience gained beforehand in the art of management. Some of the best conducted and most profitable schools which we have elsewhere seen, have been under the

charge of young matrons who had acquired in the training of their own children at home the best preparation for the management and education of others.

So with the elder daughter in a well-trained family, who has learned to assist her mother in the loving care of her younger brothers and sisters; she too has so far learned the necessary lesson for the successful superintendence of a Primary School.

Let it but be understood that the nearer to beginning the foundation of the habits and character which are to control one for life, the more important it is that the work should be well done, then will the selection of teachers for our schools, our Primary Schools especially, be regarded as worthy of careful consideration.

School Committee.—ROBERT SOUTHGATE, GEORGE R. LORD, J. A. NEWMAN.

LAWRENCE.

The subject of truancy, to which I especially referred in my last report, was early taken up by the mayor and city marshal, in connection with the teachers of the Oliver Grammar School and myself, and a plan of operations was organized which seemed likely to meet the difficulty easily and effectually. The plan was this. The first occurrence of truancy was to be treated by the teacher. If there was a repetition of the offence, notice was to be sent to the superintendent of schools, who was to see the guilty one, and warn him of the error of his ways. If, after this, the offence was committed, notice was to be sent to the city marshal through the superintendent, and the boy was to be taken by him into "The Truant Class," which was to have a place in the room of Mr. Eaton, the sub-master of the Oliver Grammar School. The marshal, by a personal visit or a note from the teacher, was to be informed, each day, of the presence or absence of the scholar. If the boy was regular in attendance, for a proper length of time, and Mr. Eaton had good reason for believing that the disposition to truancy was for the time subdued, he was authorized to dismiss him from the class and allow him to attend the school or division to which he belonged. If, while a member of the class, the boy should be guilty of truancy, the city marshal was to take him before the police court judge, who would send him for a season to the Poor Farm. This class has numbered four; and the plan would have operated most successfully, had not the withdrawal of so many children from our public schools to attend the Romanist schools interfered with its full prosecution. I am satisfied that if every child in the city were amenable to the laws of our public schools, and there was no chance, by the plea of attachment to any other school, of escape from their jurisdiction, the plan here given would be

proved not difficult of execution and most effective in accomplishing the end desired. I ought here to remark, that in the carrying out of this plan and in answering the many calls I have made upon him, I have always found the city marshal disposed to respond promptly and most cheerfully.

The subject of the Physical Education of our children and youth is, at this time, receiving special attention. That there has been with us in New England great neglect of this necessary part of general education, cannot be denied; but the impression which seems to pervade some minds who are discussing this matter, that the neglect has been caused by the bestowment of too much time and effort upon mental training, is, in my opinion, erroneous. It may have been so in a few instances, but those instances are very few. There is undoubtedly needed a combination of physical and mental education in proper proportions, which does not now exist, but in order to have that combination it is not necessary that the mental training and discipline should be lessened, but that the physical should be increased. Let it be made to take its proper position in the daily routine of a course of education; let times and seasons to be employed in exercises that look to physical development and activity be as definitely fixed as the hours for recitation in the various branches of study; and let there be on the part of teachers and pupils the same desire and effort for advancement in the one as in the other; and we do not believe that the mental training would be at all reduced, while the physical would be greatly advanced. The opinion that a certain number of hours per day exactly measures the amount of mental training of which the child is the subject, is as erroneous as if it were made the basis of estimating the child's actual advancement in his studies. Six hours of school time is not the exponent of the one more than of the other. Where is the school the pupils of which are busily, actively engaged for that prescribed length of time each day? Where is the scholar of school age who really devotes this number of hours to close, interested study? Neither is to be found. The truth is, with all the means of education now employed by our most earnest, skilful teachers, and with all the pressure that is brought to bear upon the pupil, there is a large portion of the school-hours of each day that witnesses but little interest and effort on the part of the pupil as a student, and affords no measurable advancement in the results aimed at in his studential course. Now could that time when the most attentive scholars are listless, and are passing away, not improving, their hours for study, could that be separated from the rest and devoted to physical exercises—all show of study dropped, and play, as you may call it, engaged in—the result would be, not the subtraction of time from study but from the make-believe of study, and the devotion of time that would be otherwise lost to the acquiring of a positive and important benefit. Compare the school system of Massachusetts with what it was before the State Board of Education was formed and its first Secretary, Hon. Horace Mann,

awakened throughout the State an attention and an interest which from that time has been on the increase, and it will be found that a great and most desirable advance has been made ; but yet, as we think, much is to be done in the direction of physical education to make our general school system what it might be and what it ought to be. We hail with pleasure every available suggestion, which is to benefit in this particular the children of both sexes, and we trust that, as our more thoughtful educators have turned their attention to the subject, such a system of physical training may be formed and matured that the next ten years will witness as decided and desirable progress in this respect as the last twenty years have shown in our system of mental education.

Superintendent.—GEORGE PACKARD.

LYNN.

The establishment of alphabet schools has been regarded somewhat as an experiment ; and it was not thought best to disturb the school lines while any doubt remained of its complete success. Accordingly, they have been formed only in those localities where there were two Primary Schools in the same building. The division was made on the hypothesis that there are six classes in a properly arranged Primary School. The three upper classes form the upper school and the three lower the alphabet school.

The advantages of such a division are obvious. In the upper schools more perfect discipline can be maintained. The number of classes is also reduced, giving the teacher sufficient time for all ; and the small children, whose natural restlessness cannot be avoided and whose busy heads and hands the teacher cannot always occupy, are away by themselves. When we think how many hours these children have been compelled to sit unoccupied and what restraints are placed upon them, we are not at all surprised at the early distaste acquired for the school-room, which no subsequent effort can wholly overcome.

In the alphabet schools they have the whole time of the teacher, instead of the scanty portion hitherto given to them. The multitude of little things, which must some time be learned, are taught here in general exercises, engaging all the school—such as exercises in articulation, in the simplest forms ; learning to count and to make figures ; learning to repeat and spell the days of the week and the months of the year. The committee also require the use of the slate by all—so that the time that is not given to these exercises, or to reciting in special classes, may be occupied in drawing pictures, and the various forms and figures presented by the books and cards in use. Thus the eye and the hand are educated to correct execution, and the child has constant occupation suited to his years and capacity.

Besides, it is believed that this cultivation of form in the eye will prove a most efficient help in teaching the child to spell—since, to spell words that do not correspond in form and sound, we must see their form. If the eye detects nothing wrong, we fail.

The teachers in this department labored under the disadvantage of having a new field of toil, requiring many new devices in instruction and originality in execution. As was to be expected, it took considerable time for them to adapt themselves to the changed conditions. The committee have been pleased to observe a gradual gain in adaptation and interest in all of them. There are no more important schools in the city. No impressions made by teachers are more lasting or powerful; and as they come to understand their true position their tasks no longer appear trifling or unimportant.

The committee are fully persuaded of the utility of these schools, and believe that the interests of the schools will be served by making this grade of schools permanent where established, and by continuing the division throughout the city as fast as practicable.

Pleasant School-rooms.—No one can contrast the present well-arranged, commodious school-houses, with the little, dingy, narrow, ill-contrived buildings in which many among us passed our school-days, without feeling that in this respect at least we live in an age of progress. Still we are far from the *ne plus ultra* towards which our efforts should tend. Equally painful to eye and sense are the bare, blank, white walls which too frequently meet our vision.

In a few rooms we have seen evidences of public spirit rightly directed, in the pleasant paintings which adorn the walls. If all were so adorned, we are confident that every picture would have a gentle and refining influence upon the minds of the scholars and would add to the cheerfulness of the school-room. And often an impulse would be given to the love of the beautiful and the pure which would change the whole current of the child's life. It is a relief oftentimes, to look on a pleasant landscape within, when the view without is obstructed by thick walls, or made desolate by winter's cold. So, too, the face of a great and good man is a constant inspiration toward truth and duty. No one can realize how much such a presence does toward forming the character, who has not had his own thoughts stimulated and his desires elevated by looking on such a face, day by day, and recalling the name and noble deeds it suggests.

We trust, therefore, that the citizens will be prompted to deal kindly and generously with the schools in this respect. Let some man of public spirit place a good picture in the large room of the High school-house, and then say to some other man, whose generosity he knows—"Go and do likewise." Let this process continue till all our school-rooms shall become cheerful and attractive.

Chairman.—A. OWEN.

LYNNFIELD.

Before the commencement of the schools, your committee satisfied themselves of the literary qualifications of the several teachers employed; but their capacity to govern a school well, could not be decided till upon actual trial.

We find it much more difficult to obtain teachers who are good disciplinarians, and can govern a school judiciously, than to find those of the required literary qualifications. In cities and large towns, teachers are employed by the year, and when committees have obtained such as are able and faithful, they are continued in the schools, greatly to their advantage.

In towns where prudential committees, who are chosen annually, are authorized to engage the teachers, there is frequently a change in teachers, which results to the disadvantage of the school. The committee of one year, who may have employed a successful teacher, may be succeeded by another committee the next year, who may employ a different teacher, perhaps without experience, and who, to say the least, must spend some time to become acquainted with a new school.

School Committee.—J. NEWHALL, JAMES G. PERKINS, JOSEPH SMITH.

MANCHESTER.

Many persons look upon public instruction, as of little consequence, and the duties of teachers as mere pastime. In order to get a comprehensive view of the difficulties encountered in the instruction of our youth, citizens must visit the schools during their ordinary exercises, and this repeatedly. A great change would thereby be effected in the minds of many persons, prone to condemn the system as a failure, and to believe the position of a teacher a sinecure. There is no other occupation so exhausting, or trying to the patience, and teachers are entitled to the kindest consideration and sympathy of the community, and more particularly of those parents, who have not succeeded in governing their own offspring. A few visits to the school would soon dissipate the idea, that teaching as an occupation was sought only as a genteel means of support, that they might dawdle away their time, and flaunt in gay attire. In small communities, like ours, the obstacles to greater progress, and the difficulties encountered are much enhanced by the personal prejudice of parents, founded on the *ex parte* statements of a child, who has received a little wholesome discipline, the necessity for which might have been obviated, by the exercise of judicious parental government. The expressions made use of by some parents in presence of their children, respecting teachers, encourages a spirit of antagonism in the child, that results in disrespectful deportment in the school-room, and a disregard of all authority. The mind thus poisoned is sure to spread the disaffection

through all the school. The teacher fails to give satisfaction, and no wonder. One of the grand objects to be attained by mental cultivation, is the uprooting of prejudice and superstition, founded in ignorance. It cannot be done in one season. You can send the magnetic fluid through thousands of miles of iron or copper wire, instantly communicating intelligence; but as yet no means have been discovered whereby you can suddenly illuminate the human mind. Until that day comes, have patience with those that devote themselves to the task of educating our youth. Respect their position, and lend a hearty co-operation in all their efforts to elevate the young to that standard of moral and mental excellence so much desired by every friend of human progress.

In every age and in all places, there has existed a party opposed to the elevation of mankind by mental cultivation. In the early days the opposition proceeded from the educated, who did not wish to share the honors with the mass. At present it proceeds from the ignorant and the parsimonious. Ignorance, in its own conceit, is already sufficiently wise; always ready to criticise and condemn; gauging all by its own narrow standard. It never aspires to elevate mankind, but finds congenial employment in opposing every attempt to improve and enlighten the human mind. Ignorance opposes improvement upon principle; it is honest! Parsimony wonders what they want to "print so many books for!" thinks "children had better be earning something!" Anxious to sell an old shirt to the paper maker, and quite sure not to buy it back again in the shape of a book or newspaper! Parsimony opposes improvement, because "it costs so much." This is "economy!" Combined, they oppose every effort to increase the facilities for the education of our youth! deny the most palpable facts! and desire the people to go back to the system in vogue in their early days, presenting themselves as "examples" of what a person may become, who had but three months' schooling in a year, and that of a very inferior description. Such persons forget that they have been schooled by contact with the world, and have exhausted fifty or sixty years to obtain what can now be acquired before the body is physically in a condition to commence the labor of life. There are three classes of persons in the community: those that experience the want of education; those that being educated experience the benefits; and those that experience nothing so much as the great waste of time and money, for a purpose they cannot comprehend. The latter class are continually complaining of our public schools; pretending to believe that because the influence of a teacher is not sufficient to counteract the effect of long established custom, fostered by, and fastened upon a people by the very system of education that prevailed in those palmy days, when "three months' schooling was enough for any person"—that the system is a failure, and the teacher's office a sinecure. The great fault with these persons is, they expect to witness the good results of cultivation much sooner than the nature of the

case will allow. They would plant the seed of an apple, and patiently wait for it to germinate, and grow for a year or two; then engraft upon it a scion from some favorite tree, and carefully guarding it against the ills that trees "are heir to," await its maturity, that it may bring forth fruit. So it is with the human mind; the seed once sown, time and cultivation are necessary to its development.

Fortunately for the youth of the present day, the former classes are in the ascendancy. There are enough of those that appreciate the advantages of education, ever ready to come forward in support of all reasonable means for advancing the cause of public instruction and improvement. Upon the subject of education the people should be a unit. There may be a difference of opinion regarding the best method; but there should be but one opinion upon the necessity for, and advantages of, intellectual cultivation. We frequently hear people boast, that the most eminent position is attainable, as well by the son of the poor man as the wealthy. This would not be the case were it not for our system of public schools; a fact that should not be lost sight of by the laboring classes; upon them, depends in a great measure, the continuation of the present system; they should be the last to deprive their children of the means of education. In political and religious controversies, there are two sides to the question. The subject of education presents but one; and every good citizen should be found supporting an institution that confers its benefits upon all disposed to avail themselves of the privilege.

School Committee.—A. P. CROWELL, GEORGE A. BROWN, JOHN LEE.

MARBLEHEAD.

We have made this statement for the additional reason of urging upon the town, the necessity of giving the committee the power to appoint a superintendent of the schools. Any town may annually, by legal vote, require the committee to appoint such superintendent, who, under the direction of said committee shall have the care and supervision of the schools. From what has been said every one must see that the labors of the board, if strictly performed, are many and various. In a body composed, as such boards generally are, of men of different occupations, it is impossible always that these labors can be done without great inconvenience. The necessity of such a superintendent was seen two years ago, and the attention of the town was called to it in the report made at that time. Where the town is small and the schools few, such necessity does not exist; but in a large town like our own, where there are many schools demanding great care and attention, the choice of such an officer becomes a matter of imperative necessity. We are convinced that the town will never regret taking such a step, and judging from the experience of other

towns, where such an officer has been appointed, we are certain that the schools will receive a more thorough and constant supervision.

A Retrospective View.—It is always well at intervals to look back upon the path that has been trodden, to discover if possible, the progress that has been made, to see what has been omitted, and to find out what yet remains to be done. In accordance with this idea, a statement of what the town is doing now for the cause of education, and what it was doing ten years ago, may be made with advantage.

In the year 1850, there were nine Primary, four Grammar, one High, and one Farm School, in which were taught about 989 children. To pay the salaries, and to supply the wants of these schools, the town appropriated \$4,500. At that time, one Grammar and four Primary Schools were kept in buildings which the town was obliged to hire. There are now in operation nineteen schools, at which are taught about fourteen hundred scholars, and to maintain which is appropriated the sum of \$7,500. But what is of greater importance, every building in which a public school is kept is owned by the town. While in 1850 four of the Primaries were kept in places entirely unfit for little children—some of them extremely uncomfortable, inconvenient and cheerless—every school-room now used is as pleasant and commodious, with two or three exceptions, as can be wished. In 1850 there was not an Intermediate School, consequently all pupils were advanced directly from the Primary to the Grammar Schools, a system not only very injurious to the latter, because it tended to lower the standard of scholarship therein, but directly prejudicial to the pupils themselves, inasmuch as it compelled them to leap, as it were, over a step which now they take by a regular system of training. Now there are three of such Intermediate Schools. In 1850 the Sewall Grammar School occupied Shawmut Hall, a place much too small for its purposes, at a large yearly expense to the town for rent. Now it occupies one of the finest rooms, at once spacious and commodious, and as one of the consequences flowing directly therefrom, it sustains a high reputation. Finally, since 1850 the town has built six different school-houses accommodating ten separate schools.

From this review it is apparent that much has been done here for the cause of education ; that there has been shown by the people a wise and liberal policy ; and that as a consequence they have given the town a high position among other towns of the State, with respect to this great subject.

School Committee.—J. H. ROBINSON, B. R. ALLEN, W. B. BROWN, ANDREW LACKY, JEFFERSON KNIGHT, JOHN SWETT.

METHUEN.

Some of the evils which have been complained of in years past have not existed to any extent during the past year. Truancy, if not entirely checked, is very much abated, though our school-register shows that irregular attendance has been an evil which has stood in the way of the best results. Teachers and parents cannot give this subject too much attention.

One other matter we deem it our duty to refer to. The districts, some of them, considering the population, are badly arranged. A school of twenty scholars is not large enough to excite that emulation in scholars, or interest in the teacher, which a larger number would inspire. If the districts were divided more equally as to the population, perhaps the present basis of apportioning the school money would be as equitable as any that could be devised, but as it is now, fifty dollars is allowed to each school in town as a basis, and then *pro rata* according to the number of scholars in the several districts between the ages of five and fifteen years.

We would recommend that measures be taken to re-district the town as soon as the law will allow. When the town was districted in 1851, no doubt the committee who had the subject in charge made the best arrangement in their power, but since then changes have occurred that make the number of scholars in the several districts very unequal. For these reasons we think the time has arrived for a change which will equalize the advantages from our school system. We would also refer to the want of interest which appears to exist in certain districts, on the part of parents. In some schools, at a public examination, none of those who should be deeply interested, ever darken the door of the school-room with their presence. The result of such indifference is as might be expected—the school ranks among the very lowest among us.

While we as a people are continually boasting of the perfection of our school system, we should always bear in mind that there is yet room for improvement, and in many respects we are far behind the position we ought to attain. The object of education is, or should be, three-fold, viz.: moral, intellectual and physical; and we fear that of late years, the efforts of education have been devoted too exclusively to the development of the intellect, to the neglect of the moral and physical. The necessary result of such a course is to bring our children upon the stage of active life destitute of that strength of moral character, and stamina of constitution, without which success in life is at best extremely doubtful. It is a good omen of the times that at last physical education is receiving attention in high quarters, and we would recommend to our teachers the introduction into their schools of such exercises as may be deemed conducive to the health of their pupils. In such efforts they will have the assistance and support of the superintending committee.

Superintending Committee.—JAMES O. PARKER, S. G. SARGENT, H. HERSEY.

MIDDLETON.

Our teachers, with the trials and perplexities incident to their vocation, need the sympathy and co-operation of the parents. If parents would more frequently visit our schools, it would evince their opinion of their value, their interest in them, their conviction of their great importance. Their presence, even for an hour, would impress the scholar with a higher sense of the importance of the school, encourage the teacher, stimulate the scholar, and afford to the parents more reliable information of the character and progress of the school than they could otherwise obtain. At the close of our schools, many interested in them are present, but during their progress there are few that visit them.

We are confident that children of a suitable age, and who should have been constantly at school, have been very irregular in their attendance, or wholly neglected the school. How lightly must parents estimate the all-important subject of education, who permit their children thus to neglect the opportunities offered to them, which, if not improved now, may be lost forever. Let youth be spent in neglect, and age must be suffered to advance in ignorance. It is a great wrong to deprive our children, or to allow them to deprive themselves of the benefit of our schools. They have a right to expect the time and opportunity to acquire a good education. Our schools furnish the means, and it is the duty of parents to afford all the time necessary for its acquirement. Every parent should regard it as an imperative duty which he owes to his child, to himself, and to his country, to promote that end. This duty is not to be deferred to the contingencies of the future, but must be provided for during each passing month of the schools' continuance.

We are happy to see in our schools a decided improvement in thoroughness of instruction. Every important structure should rest on a proper basis. The foundation should be well laid before the building be erected. So in the business of education, the first principles, the elementary branches, should be perfectly understood. The scholar, to advance in a knowledge of arithmetic, must first learn the "multiplication table," and the ease and rapidity with which he advances in the different branches of a good education, greatly depend on the perfection of his knowledge of each as he goes along. There is in schools too much disposition to advance too fast from the elementary to the higher branches of education, without that perfect knowledge of them which is necessary to make the good scholar.

School Committee.—E. S. PHELPS, SAMUEL PEABODY, JAMES N. MERRIAM.

NAHANT.

There is no position in our whole system of public instruction, requiring such varied acquirements to conduct successfully, as that of a Primary School teacher. Here our children are to be brought under the discipline of the school, for the first time, and are to be made to feel that there is something to do in life besides their play, and here the serious labor of the teacher commences. The natural activity of childhood forbids that they should be confined, or forced to be quiet, and yet order must be maintained. Here they must take the first steps in knowledge, and lay the foundation for all future acquirements; and if these first steps are not directed aright, if this foundation is not laid surely and firmly, the future progress of the pupil must be greatly retarded, and, perhaps, the bad effects of this mismanagement will be felt through life. These pupils must be led on from their first lisping attempt to pronounce the letters of the alphabet, with progress slow but sure and thorough, till, in the course of three, four or five years, they are advanced in the elementary branches sufficiently to be admitted to a school of higher grade. If the teacher has been successful in the performance of her duties—if she has been able so to manage these little ones as to make the routine of school life pleasant to them—if their restless activity has been turned to good account, so that she has been able to maintain order without undue severity, and has secured progress, with a clear understanding of the elementary principles,—then we might expect to witness the most beneficial results from her labors.

School Committee.—JOHN Q. HAMMOND, HARRISON BARNES, ALFRED D. JOHNSON.

NEWBURYPORT.

When we consider that the city has invested a sum nearly or quite equal to \$55,000 in edifices, and grounds contiguous for the accommodation of our various schools, amounting in number to twenty-seven, and also that more than the sum of \$14,000 is annually expended in sustaining the same, the committee feel convinced that this community should not be surpassed by any of the cities of this Commonwealth—if we except the capital—in the general system of teaching, in the qualifications of its instructors, or in the beneficial results of the same.

And yet there are causes in operation, which may render all expenditures, even the most liberal, and efforts, even the most untiring, of very little avail. And the committee regret to say that the course of instruction in our schools is greatly impaired. All may be done which human wisdom can devise or human labor execute; and yet if parental influence is at fault, in vain do we attempt to prepare the soil and to commit the seed to

its bosom. There is needed at home a sleepless vigilance, and the exercise of an ever present and equal discipline. Few parents are aware how much our schools are impeded in their operation by tardiness in attendance, by requests to leave before the exercises are closed, and by absences for the whole or half of a day at a time. Great injustice is done to the teacher, whole classes of scholars are hindered in their progress, the scholar absent or excused suffers an irreparable loss, and the money is spent in vain. This evil has become so alarmingly great, as to demand the special attention of every father and mother among us. And when they come to consider it in its true light, they will all agree that it is an evil which must be at once abated. If this were done, we believe that, in the future, much more beneficial results would attend the ample provision made by the city, for the education of our children, and greater success would crown the efforts of our band of faithful and well-appointed teachers.

School Committee.—EDWARD S. MOSELEY, WM. E. CURRIER, FRANKLIN FURBER, B. G. GERRISH, NATHANIEL PIERCE, A. B. MUZZEY, M. O. HALL, WILLIAM HORTON, WILLIAM THURSTON, N. A. MOULTON, F. A. HOWE, JOSEPH V. JACKMAN.

NORTH ANDOVER.

In selecting teachers, the rule adopted was, to obtain the best we could find. That we succeeded in every instance is more than we can claim, and more than any one expected of us. We have no hesitancy in saying, however, that the majority of teachers during the last year, have proved themselves to be as good as the best.

In selecting and assigning these teachers, we have endeavored to look at the responsibility resting upon us, comprehensively. We have regarded the children of our town as belonging, in a sense, to one school, divided into ten parts. The number, age, advancement and general character of each of these schools have been taken into account, in every instance, in assigning a teacher. Where a male teacher seemed to us to be *needed*, we have employed one. Where a female could do the work as well as a male, we have employed a female. We have saved to the town from five to fifteen dollars per month by this means, and have thus been able to make all the schools longer than they otherwise would have been.

Before dividing the school money among the several districts, a careful and deliberate judgment was formed as to what kind of a teacher was needed for each school *in the winter*. The summer schools were, of course, to be taught by females. After deciding this question, the closest estimate we were able to make of the actual cost of the schools, was made, and the money divided accordingly. The estimate, when made, was such as to give all the schools just the same number of weeks out of the school money. Our estimates are open to the inspection of all.

Careful observers in the matter of education in general, in our State, have marked a change in the last twenty-five years, in the proportion of educated females to educated males. There were *comparatively few* educated females a quarter of a century ago. The change is owing, in great part, to the munificent provisions of our State for more thorough education than our common schools afford facilities for. Why males have not availed themselves more generally of the privileges thus furnished, we are unable to say. As a matter of fact, they have not done so. Hence there is a larger proportion of educated female talent, than male. These remarks we have deemed due to ourselves, and our fellow citizens, as furnishing reasons for the course we have pursued in selecting teachers.

To remove the evils occasioned by truancy, to which allusion was made in our report of the centre schools, an article was inserted in the warrant for town meeting, at our request, asking the town "to enact by-laws, and appoint officers for the suppression of truancy." Accordingly the following by-laws were passed, and have since been approved by John P. Putnam, presiding justice of the superior court of Essex County, now (at the time of writing) in session at Lawrence :—

By-Law, 1. Any child, between the ages of five and sixteen years, who does not attend school, at least twelve weeks in a year, shall be deemed a truant.

By-Law, 2. Any child who, while a member of any school within the limits of North Andover, shall absent himself from said school, without the knowledge of his teacher, and parent or guardian, shall be deemed a truant.

By-Law, 3. In cases of truancy, the treatment of the first offence shall be left to the discretion of the teacher. The second offence, (by the same child,) shall be reported by the teacher to the parent or guardian of the child. The third offence, (by the same child,) shall be reported by the teacher to the truant officer of the district to which the child belongs, provided there be one in the district; otherwise to the chairman of the superintending school committee. The truant officer, or school committee, upon such complaint, shall immediately notify the parent or guardian of the offending child, who shall be allowed to prevent summary punishment, by such pledges for the restraint of the child, as shall be satisfactory to the truant officer or committee. If the parent or guardian does not furnish and carry out such pledges, the truant officer, or committee, aforesaid, shall, within one week, report the case to the town treasurer, who shall immediately impose a fine not exceeding twenty dollars, upon the parent or guardian of said child. If said fine is not paid within ten days from the time it is imposed, the town treasurer shall, by due process of law, commit the child to one of the State Reform Schools.

By-Law, 4. To prevent any child from being unjustly deemed a truant, the parent or guardian of each child, in all cases of necessary absence, shall previously, if possible, or at the earliest opportunity afterward, inform the teacher, by note, or in person, of such necessary absence.

The design of these by-laws, as will be seen, is, first, to define who are truants, and secondly, to place before all our citizens the penalty for the violation of the spirit of our State laws which is here embodied. If no one plays truant, they are practically a dead letter. If no one had played truant, they would never have been passed. But when there were cases in which scholars were supposed by their parents to be in school every day, in which they did not average one day in a week, these by-laws seemed necessary.

School Committee.—L. H. COBB, F. SPOFFORD, S. H. PARKER.

SALEM.

Indeed, nothing can take the place of these systematic, scrutinizing, private visits to a school. They will be the surest safeguard against one of the most frequent faults among teachers and scholars. It is not uncommon to see a lack of exactness in recitations. Little inaccuracies are often permitted to pass uncorrected, or unnoticed, until a careless habit of recitation may become a characteristic of individual scholars, and even of whole classes. It is a fault which is very easily contracted. Teachers naturally become very weary of specifying the same little mistakes. It seems unnecessarily exacting and harsh, out of character for frail human nature, persistently to notice and rebuke every little blunder. A kindly spirit is very apt to leave many things without observation and censure. Still it is a mistake which may become fatal to thorough scholarship. A habit of mathematical accuracy in all intellectual work, though apparently a severe exaction at first, is an indescribable blessing. It seems unfortunate, at times, that our intellectual machinery should not be brought to an immediate stop in its operations, whenever there is the slightest want of exactness in its movements, like the engines with which man performs such miracles of outward workmanship; for then we should be compelled to gain that thoroughness which we are too seldom wise enough to demand, or to seek. And this defect brings incidental results. If the faculties are not on the alert to detect every possible mistake, scholars are apt to sink into a kind of listlessness, and if we may be permitted to coin a phrase, a dead-and-aliveness, which it is discouraging to witness. How much might be done by frequent visits to a school to prevent such a result, and to arouse those who do not seem to be thoroughly awake. We know that we are suggesting an amount of service which your committee have not rendered, and which no committee of professional or business men can often perform. They will not, and cannot have higher duties in themselves; but they have other duties which are imperative, and which leave neither time nor strength for this additional work. *A competent school superintendent, who*

should make the studies, the discipline, the recreations, the care of the schools, both in general and in detail, his special work, is the only instrumentality, perhaps, which can accomplish all that we desire and need in a city as large as this. A proper salary for such an officer of instruction, we believe, would be a most truly economical and wise expenditure. He could find abundant occupation in so large a number of schools. He might do much to improve their character in every way; to keep the faculties of the scholars upon the stretch, and to secure in all their departments that Zouave celerity of movement and perfection of drill which we occasionally witness, and which at once satisfies and delights.

For the Committee.—GEORGE W. BRIGGS.

The true teacher sustains intimate personal relations with each pupil, and in proportion to the nearness of this connection is the degree of success which is attained in the great work of opening, enlarging, and enlightening the growing mind. The school is not a machine; the pupils are not automata; nor has any finger-board of text-books and formal regulations yet been invented which will enable the teacher to play upon the classes as though they were mechanical figures in a dumb show.

Our present system of common schools seems to be well nigh perfected in all that pertains to mere organization, arrangement, classification and method. We think, also, that many of our schools reach, if not always, at least often, the highest limit of attainment which can reasonably be expected to result merely from advantages of plan and the use of approved books. Whatever positive advance may hereafter distinguish our public education, must come, we apprehend, from a higher appreciation of the personal relations of teacher and pupil, and from endeavors to render the work of the instructor as free and direct as possible.

Doubtless much may be accomplished by teaching classes of children as though all were alike—by instructing them in a mass, as the farmer cultivates his plants in a bed. All minds have so much in common, that good results can be obtained without much discrimination of the peculiarities of each. As, however, classes of children in school are not like files of roots in the field, but as, on the contrary, these minds exhibit wonderful diversity of structure, it happens that they require variety of soil and culture for their best growth, and need each one to be treated according to their special capacity. What we desire, therefore, to secure the largest and richest results from our public schools, is, to unite therein the advantages of careful classification and the use of the best text-books, with the largest practicable liberty of the teachers in going forth to meet each pupil by natural and easy approaches.

We sometimes think that our schools suffer from too much system, or too great rigidity of system, and that the granting of more scope and

freedom to the teacher would be beneficial. We are sure that we have known teachers who could accomplish more and better work if allowed to follow somewhat their own path of instruction, which being to them an ordained way, is the one in which they can most wisely guide others. There may be such an evil as too much prescription by school committees, for schools as well as States may be governed too much. Is it the highest wisdom in education to require all children to toe the same mark? If classes are required at specified periods to arrive at certain points, designated in certain books, and the fact to be determined by sets of arbitrary questions then proposed, we may be quite sure that the same methods will be pursued with each class and each scholar, and arbitrary means will be adopted to prepare for the arbitrary tests of the respective classes and schools. The same cultivation and the same fertilizers will be applied to all the beds, and to each plant in the bed. Those pupils who cannot keep up to the end, in the common rut made by the machine, will be dropped down into lower classes, and will finally slip out of school in despair. The unthrifty plants, which need more careful tillage, will be remorselessly cut down by the hoe. And a careful scrutiny of the actual attainments of the scholars will show that memory has achieved greater triumphs in the work than understanding. Is not this the cause of that want of thoroughness which is a common complaint of educators and supervisors of schools?

Although the remark is trite it must be perpetually repeated, that the true object of education is to unfold and enlarge the powers of observation, of discrimination, and reflection. The informing process breaks out from within. We do not send youth

“to school and college
To stuff their empty heads with knowledge.”

Instruction should not be a stuffing process. The educator who understands his work endeavors rather to awaken that precious intellectual sense which hungers and thirsts after knowledge through all the mind and heart. And only so far as undertaking accompanies study, and observation supplies the aliment of thought, can this object be attained, and the mind be filled with light. To accomplish this high and honorable task should be the aim of every teacher. It is an inspiring purpose, and may well cause constant exhilaration, even when the details of school duty are difficult and trying.

And now, what kind of teachers may we expect to do this, and under what circumstances? Only those who have special aptitude for their calling and who, having made requisite preparation, are measurably free to work in their own way. It is one of the lightest duties of the school committee to find persons suitably educated for service in school; but to select

those who know how to impart instruction as well as to gain it, is a task of more difficulty. But when such are found, it seems to us that they should not be too much hampered by prescribed rules. Let there be a generous indulgence of the teacher in methods and direction of study for which special aptitude may be displayed. If the teacher possesses the art of all arts which enables him to get very near to the minds and hearts of children, and to labor there most effectually, should he not be encouraged to do so?

The most successful teachers we believe to be those who most readily distinguish the peculiarities of their several scholars, and who adapt their instructions by varied methods to the greatest diversities of character. This adaptability of mind, when united with a patient and kindly spirit, secures the teacher against even the suspicion of partiality.

What we desire is that competent teachers should be encouraged to teach in their own way—not too much confined to prescribed books, with quantities of study regularly measured out by legal standards, but orally, by conversation, by general reading, by observation of natural things, or by illustrations from the every-day life of the practical world. The great end is to open the doors of the mind and let in the light. Let this be done in the way most natural to the teacher. They cannot be forced open with artificial appliances. We must find the key.

Chairman.—GILBERT L. STREETER.

SALISBURY.

The most serious defect in our schools, at the present time, is the irregularity of attendance. Under this head we mean to include tardiness, absences and dismissions. The operation of these three prevalent evils presents a great hindrance to the progress of our schools. Parents and guardians, we are persuaded, cannot be aware of the amount of positive wrong sustained by their children, and by the whole school, through these causes. The wrong goes deeper, and is of a more serious nature, than the loss of the relative rank of the children in the school—deeper than the *black marks* of the school-register: these, time may efface, and the record of their school-days be obliterated; but the effects of these habits, thus inconsiderately formed, will endure, indelibly engraved on the character. This irregularity becomes a part of their business character through life; duty is neglected, self-respect is lost, and fickleness and inconstancy will in many instances follow them through life. Besides this, these serious evils settle in moral habits, and affect the present and future welfare of the child and the man. To check these evils, a constant vigilance is demanded of the parents, as well as the teacher.

The Design of our Schools.—Our educational system should meet the demands of the age; our children ought to be educated with a reference to

their life-work. Many of them begin and will finish their education in our public schools, and hence it should be the aim, as it most certainly is the obligation, of the friends of education, to adapt the course of study to their wants. It is of great importance to have the course of instruction so elevated and thorough as to afford all needed facilities for a proper and vigorous self-culture. If we want men educated for a practical, every-day life, men fitted not merely for a literary profession, nor yet merely for money-making, but those who in all the positions of life—in trade, manufactures, arts, and in all the walks of useful industry—shall be ornaments to society, citizens worthy to exercise the high and responsible duties of our land and the church, then we must put into their hands such means of education, so elevated and thorough, as to prepare them for the stations they may be called to fill. It is our duty to lay a foundation suitably broad and compact, that they may, in the future, if they wish, superadd to the structure by a special training, and thus rear for themselves a name of eminence and honor. Such a proud victory, however, must be an achievement of their own. It is ours to *draw out* the mind—to develop the latent and slumbering powers within, to stimulate thought, and train to habits of diligent study and patient investigation. With the faithful and efficient corps of teachers in whose hands we have for years confided the interests of instruction in a large part of our schools, and with a careful selection of new ones, where it is necessary, we may anticipate a higher and more useful future to our common schools. But while the mind is cultivated, we must not overlook the heart. The character sustained now must have an important bearing on the future; and no school can be a profitable one, where the teacher does not enforce upon the children the duty of obedience to God, and a wise reference, in all life's duties and obligations, to Him who is the bestower of every blessing, and the rewarder of such as do well. •

School Committee.—B. P. BYRAM, M. J. BARTLETT, DUDLEY EVANS.

SAUGUS.

Regarding its manifold relations to the community, the common school may be likened to a delicate and complicated piece of machinery, depending upon many favoring influences for the desired result. The teacher sustains the principal part, and it is here that these influences for good or evil are soonest felt. Patience, kindness, forbearance and encouragement are due from the community to the teacher, no less than to the school on her part, and may be confidently relied upon as productive of good effects under all circumstances, while a manifestation of the opposites of these qualities can hardly fail to ensure a want of success in the school. Those familiar with administrative affairs would doubtless give the assurance that they do

not expect perfection in personal agencies. Certain leading qualities secured, they rely on current means for the correction of minor failings, and allow some margin for deviations unavoidable in human nature. But is it not too often that teachers are denied the favor of such generous feelings,—that the parents of children who deserve correction are highly offended if they meet their deserts,—that all failures to learn are attributed to the teacher when they are oftener the fault of the scholar or parent, and that indifference or even insidious detraction take the place of those kindly feelings toward the teacher that are as indispensable to success as light and warmth to the growth of flowers and fruit? This line of remarks is not pursued with any particular purpose, but from a persuasion of its general applicability at all times to the welfare of the schools.

Probably not a school report has ever been written in this town without reference to the effects of irregular attendance on the schools. The subject has been presented to parents with all the force of reason and eloquent persuasion; we have to add our respectful requests that those interested would take the matter into serious consideration, and use their influence at home and abroad to effect an improvement in this essential requisite to the satisfactory progress of the schools. The average attendance in our schools is low, far too low; indeed it is feared there is some occasion in this matter to reflect upon the superior wisdom of our people, an insinuation that must be repelled at once, and in no manner can this be more effectually done than by immediately raising the standard of average attendance in the schools.

Closely connected with this subject is that of good order in the schools. The scholar who attends school regularly and promptly is usually well behaved about and within the school-room, while those permitted to run at large a portion of the time are often the subjects of reproof and cause of disorder. During the past year there has appeared a gratifying improvement in this respect in some of the schools, which is cheerfully attributed to a disposition on the part of parents to second the efforts of teachers toward so desirable a result. Without good order in a school there can be but little progress. But while this is admitted as true, it is not easy to determine the nature and extent of means to be employed by teachers in preserving it. In the exercise of such, mistakes may, and doubtless often do occur; yet if the welfare of the school be the sole intent, the teacher should be sustained, and generally will be, even by those who may seem to have cause of complaint. An orderly school does not necessarily imply a reign of terror, nor a rigid observance of trifles, nor even an uncomfortable restraint. The position of the scholar should be easy, both physically and mentally, but the lines must be kept up between this and disrespectful freedom, or disorderly license.

School Committee.—PICKMORE JACKSON, LEWIS P. HAWKES, JOHN ARMITAGE.

SOUTH DANVERS.

The duty of selecting teachers for the schools is one of the very highest importance, in whatever hands it may rest; and though the subject has been discussed by our predecessors, in all its bearings, until it may seem to have become threadbare, yet we think we should fall short of our duty, did we fail to again bring it to notice. We do not know how we can better further the object we have in view, than by stating, as concisely as possible, the principles which have guided us in our own action. It has been our aim to place all the schools of the town on as nearly equal a footing as circumstances would allow. But great inequalities do and must exist. While in some districts the scholars are numbered by hundreds, in others they scarcely include as many tens. Here, the attendance is constant, with a well organized system of grade; there, want of system and inconstant attendance are almost the rule. But by far the most serious evil under which the smaller districts have labored, is frequent change of teachers. It used to be thought that, though a lady was sufficient for the school during the summer, only a male teacher was competent to carry it through the winter. And so there must be a change, for that reason, once each year. Then, as prudential committees are also apt to change yearly, there was no certainty that the views of the new Board would be like those of the last. The effect of this was, loss of time while teacher and pupils were becoming acquainted with each other, and consequent waste of public money. We have sought to place female teachers in the Grammar Schools of the smaller districts, throughout the year, and to make them as permanent as in the larger schools. Whatever weight might once have belonged to the objection, that female teachers were not competent to manage a Grammar School, it has now lost its force. Our Academies, and Normal and High Schools have wrought a great change. They have been placed, even in cities, in charge of some of the most important schools, and their success, both in instruction and discipline, has been all that could be desired. We earnestly hope therefore, that whatever prejudices may exist on this subject, will give way to the manifest interest of the schools.

We fear that we are not yet quite rid of the pernicious idea, that inferior teachers are sufficient for the Primary Schools. If there is any time when it is essential that children should be under the best of training, it is that period when their minds are most impressible. They will then acquire a fondness for, or a disgust with, study, according as it shall be made attractive to them or repulsive. We would have no teacher retained in a Primary School who does not exhibit special "aptness to teach." They ought, also, to be well versed in the studies of the higher grades. They will thus be competent to fill any vacancies that may occur, and we shall have the advantage of selecting from those with whom we are acquainted, and who

have had some experience of our system. Again, when several teachers are to be supplied, if the choice is with the school committee, the means are then at hand of putting the right person in the right place. All teachers have not the same characteristics, and all schools are not alike in their requirements. Some qualities may be most valuable in one place, and quite different ones may be essential in another.

In applying these principles in practice, we regard our High School as an indispensable auxiliary. It is the universal testimony of those best qualified to judge, in places where efficient High Schools exist, that they furnish them their most successful teachers. This result gives rise to one reflection. The benefit conferred by the citizen in contributing of his substance for the education of youth, who, perchance, may be strangers, has finally a reflex influence. Its blessings flow back to his own children in an ever-widening stream. The observation above mentioned has been found to hold good with us. We have generally had reason to prefer the graduates of our own High School, and have encouraged them to gain their first experience in teaching, in the schools of the lowest grade. Of twenty female teachers employed in all the schools the past year, eight were graduates of the High School, and the number of the latter is continually increasing.

School Committee.—THOMAS M. STIMPSON, CHARLES H. WHEELER, FITCH POOLE, THOMAS E. KEELY, JAMES O. MURRAY, DANIEL C. PERKINS.

SWAMPSCOTT.

Physical Education.—This subject has become popular in the discussions of the day, and especially so among the educators and supervisors of our children and youth.

We can give the matter only a brief notice—nor is it needful in a community where the percentum of illness and death among its inhabitants is lower than in any other town in the Commonwealth, and where the death or serious illness of a school child rarely occurs.

We have had three hundred and thirty-one children connected with the several schools during the past year, yet not one death, and but a single case of protracted illness.

And yet there may be something said in this connection that may be suggestive and useful. We are apt, in this country, to drive things to extremes, and there is danger of doing so in this matter. As a general thing, there is not *excessive* danger of pupils taxing their mental energies too severely, and yet it may be true that the school position may become injurious unless frequently relieved. In addition to the routine of recitations, by which every scholar is moved more or less from his desk, a

moderate amount of gymnastic exercises may be safely introduced into the school-room.

There are times when a large portion of the scholars are listless and inattentive. When that occurs, if for a few moments all show of study be given up, and the attention of the school be directed to some physical exercise, time would not be lost, for the spell of uneasiness would be broken and the pupils would go back to their studies with good relish.

At the Grammar School we had some pleasing illustrations of these exercises, as the scholars were preparing for recess.

The committee would recommend that this physical practice be introduced into all the schools.

Is it asked what these exercises shall be? We reply—these may be whatever the genius of the teacher may originate or learn from an acquaintance with schools in larger towns and cities, where gymnastics have become a regular exercise.

We suggest that the parents should be especially interested in this question out of school. Our children should learn to be useful at home, in the performance of various domestic duties, and in so doing two things will be accomplished, namely, parents will be relieved and children will develop themselves physically and morally.

We have no doubt of the intimate connection existing between the mental and physical organization, and the importance of keeping up the vigor of the latter, in order to provide for the strain made upon the former. Besides, athletic sports give occasion often for the exhibition of the graces.

Some of our teachers have listened to the valuable lectures of Dr. Lewis on this subject, and have witnessed a "series of exercises" that are intended for school practice, and have been favorably impressed.

It will do us no harm to think of these things, and if there is any virtue in them, to make good use of them.

Music.—Our conclusion is, after making observations for some years in regard to the effects of the study and practice of this science, that it should be introduced and regularly practiced in all our schools.

It is valuable as a science—as an accomplishment—and as affording one of the most attractive features in any public demonstration. It unites instruction and recreation in the most agreeable proportions.

We never shall forget the singing of twelve hundred school children at the splendid ovation given in honor of the Prince of Wales, at Music Hall, Boston.

And we think all who heard the singing in the several schools during the recent examinations, will agree with us in saying that its cultivation should be continued.

From the reports of the several teachers on this subject we judge that singing in the school-room is very popular.

Truancy.—We are not so great sufferers in this particular as many of our larger towns and cities, and yet we are not entirely exempt from it.

This evil usually results from an absence of parental government and correct home influence.

From the report of the truant commissioner of the city of Lowell, (as seen in school report,) it appears that from January 1 to December 1, 1860, he examined 743 cases; 313 of these had never been members of any of the schools; 92 of them were returned to school the second time; 46 the third time; 5 the fourth time, and 4 the fifth time. Thirteen of them were sent to the House of Reformation.

We have in our schools, as seen in the teachers' reports, eleven, and these are eleven too many. Parents, truant officers, teachers and school committee must co-operate in reference to these boys, who are so strongly tempted to evil, so that another year it may be said that there are no truants in the town.

School Committee.—J. B. CLARK, S. O. INGALLS, PHILANDER HOLDEN.

WENHAM.

In all our schools we can see the need of some sort of exercise, especially among the younger scholars, to break the monotony of the routine, and relieve the unavoidable fatigue of a long-continued posture of sitting. If at the end of each hour of the session, five minutes or more could be spent in some easy drill—the pupils rising from their seats and practicing in concert a series of bodily movements and evolutions—it would perceptibly rest both body and mind. Even if our scholars were provided at school with as comfortable chairs as they have at home, it would yet be too much to require them to sit still an hour and a half at a time. The case is made worse when we only furnish hard square benches, which would tire ourselves long before the session would be out. This point has recently attracted much notice. Most of the larger schools in the State have already adopted some sort of gymnastic exercise; and one of our colleges has made this a distinct department of the collegiate course, and chosen an instructor for the purpose. It is a matter which we ought not to overlook. We are glad to notice a beginning has been already made among the pupils of the Primary School.

We commend the singing which has been practiced in some of the schools. It enlivens the routine. We wish it might be more generally adopted, and hope all the scholars will unite in it.

The visitation of the schools by parents and guardians we would strongly urge. There has been some advance in this direction during the year; and yet such facts as the registers reveal in districts One and Three,

are to be deplored. We trust no future report will be obliged to confess that during a whole term the teacher was not cheered by the presence of a single visitor outside the committee—as was the case with the summer school of district one; or that in a school which numbered fifty-eight scholars, only some half a dozen individuals out of the wide circle of families who must have been interested in the success of those fifty-eight scholars, ever entered the school-room before the day of examination, and many indeed not even then. We cannot but think it hopeless for a teacher to try and draw upon his patrons for encouragement and sympathy, unless they will visit his school and become personally acquainted with its operation. Only such a personal acquaintance, we are persuaded, will enable them to support him when right, and right him when wrong, or will put them in a position to suggest improvements in the management and instruction; suggestions which oftentimes our teachers greatly need, and for which they and the committee also would be truly thankful. Teachers are held now far more responsible than they formerly were, and it is a great stride in the direction of progress; but we must also remember that no appointment of teacher or committee can ever cancel the responsibility which rests on the parent and guardian.

Superintending School Committee.—I. S. SEWALL, STEPHEN DODGE, B. C. PUTNAM.

MIDDLESEX COUNTY.

ACTON.

Teachers, etc.—The local committees, either from the great interest they felt in the success of their several schools, prompting them to unusual effort, or favored by a rare good fortune, brought together for examination as fine a set of teachers as we ever saw. After a very pleasant, thorough and satisfactory examination, and consequent approval, they were all advised, instead of commencing school the next Monday morning, to take the cars to Waltham, to attend the Institute then to commence there. Past, present, and prospective teachers appeared in full force from Acton. They had a pleasant and profitable time, and one which will be gratefully remembered by them as long as memory does its office.

They all, with one accord, thank the good old State of Massachusetts for the rich treat provided for them in that gathering of the earnest and devoted

friends of education. They wish, too, to thank most cordially the people of Waltham, who, by their kindness and hospitality, made them feel so perfectly at home during their stay among them; especially they remember the splendid entertainment of Governor Banks, and his constant effort to make the Institute a success, with more gratitude than they can well express.

That these Institutes are very beneficial to our teachers is now gladly admitted by all. They offer them not only many pleasant re-unions, and a good time generally, but much valuable information, awakening, renewing, and strengthening the school spirit in the hearts of all, by general conversation, earnest discussion, and interesting lectures.

The teachers of this year have made a special effort in teaching what are, for their excellence, called the "common branches," viz.: arithmetic, grammar, geography, and reading. To this last exercise has been paid unusual attention; no more, however, that its great importance demands. It has been practiced, not merely as an art, as a means of mental improvement, but also as a physical exercise, for developing the voice, strengthening the lungs, and giving vigor and life to the system generally.

Singing has been successfully taught in all the Primary Schools, and to some extent in most of the others; and whatever may be said by amateurs and teachers of music, we have no doubt the Common School is just the place where the culture of music should commence. Singing in the school-room is not to be considered as a pastime merely, but as an effective means of regulating, enlivening, and invigorating the whole round of duties there.

If the scholars become dull and listless, a lively song rouses up their sleeping energies, and every thing goes briskly on again. If courage fails, or the heart is sick with hope deferred, or the body bowed with weariness, a true song sends joy and hope to every heart, and smiles to every face. If troubles come, as come they will sometimes,—if there is obstinacy and disobedience, or any of the ills which school is heir to, a gentle song, loving and tender, is far better than whole bundles of rods. The teacher not only should have music in his soul, but should be well able to pour it out freely, whenever needed; and while we would not reject a first-rate teacher because she could not sing, we would consider it a serious defect, and a great drawback on her usefulness in school. Concerning the many qualifications of the good teacher, have they not all been written and well set forth in former reports?

For the Committee.—HARRIS COWDREY.

BILLERICA.

Spelling.—Poor spelling is justly considered a mark of defective early education. Yet there is more deficiency in this branch than in any other taught in our schools. Many who are proficient in other branches are

deficient in this. The cause of this deficiency lies in the want of proper attention to this subject by the teachers. The evils of it are felt in subsequent years.

The anomalies of our language are such that good spelling is a difficult acquisition ; but it is a valuable acquisition, and it can be attained. Let the teachers give due attention to this branch, and they will make their pupils good spellers. Success in teaching the art of spelling depends upon the methods adopted, and the thoroughness with which they are carried into practice. Oral and written exercises should go hand in hand. Besides the daily use of the speller, the teacher should select words from various sources, especially such as are in common use, or liable to be mis-spelled, ten, twenty, or thirty a day—or, sometimes let the pupil select them—and let them be for exercises in oral or written practice. Both the written and oral exercises should be frequently reviewed. It should be a leading aim of the teacher to awaken the interest of the pupils. Spelling is sometimes considered a dry, uninteresting study. But the ingenuity of practical teachers has devised a variety of methods to render it attractive. Such methods every teacher should seek out and employ.

School Committee.—J. G. D. STEARNS, DANIEL FLOYD, SEWELL WORTHLEY.

BOXBOROUGH.

The relations of the family and the school are more intimate than those of any public institutions, and not less important. The home and the school are the two great institutions where the important work of education is commenced and carried on. The one is in effect as much a school as the other, though the family exerts a wider and more varied influence upon the character while yet forming, than the school. And this is the great object to be gained, in a greater or less degree, by the family, while the school is an aid—a co-operative power in the work. There must be harmony between the two, that the great object may be attained. The best school ever seen may be ruined by evil influences from the family. The counsel, the instruction, and the example even, which the parent tenders the child, may determine his conduct as a scholar, either obedient and zealous in the performance of his duties, or as stubborn, unruly, and indolent. Hence the behavior is usually the offspring of family training.

Not only does the child need proper discipline at home in order to the formation of correct habits and tastes, but the teacher must have the respect, co-operation and support of the parents, that he may be enabled to administer the government of the school to the best good of all concerned. So, then, let the education of home and that of the school go hand in hand. Let the one prepare the way for the more complete success of the other. Let more

attention be given to the one, and there will be greater prosperity in the other. There are many things which go to make up a good school. If we would have good schools and education advancing, then let means adequate to the object be employed. We cannot expect real success in the school without the aid of a faithful and competent teacher, and not then unless he has the support and aid of parents. Parents must prepare their children to become good scholars at home, that they may better appreciate the instruction of the teacher while in the school-room. This done, and there need be but few unruly scholars, and less poor scholars.

School Committee.—OLIVER WETHERBEE, PAUL HAYWARD, JAMES H. FITTS.

BRIGHTON.

Your committee are happy to report the average attendance as good as it is. They have endeavored, by frequently calling the attention of teachers and pupils to the subject,—by emulation,—by special notice of those who excel,—to increase the attendance; and have not been wholly unsuccessful, as these returns prove. That sad vice of *truancy* is to be found here, as elsewhere; and while fewer cases, we believe, exist among us, than in most places, we would still urge the magnitude of this evil on parents and guardians of the young. What think you, citizens, of such a statement in regard to young truant children, "The parents have no control over them!" How much, then, can teachers or committees do with them! Oh, awful impeachment! Parents no control over a truant boy of ten or twelve years of age! Did they have control over him when God laid him, in his innocence, in the mother's lap! And how and why has this control ceased! And will society bear that such a monster, because such a perversion of God's fair work, shall roam her streets, infest her public places, imperil her property and the virtue of her other children! Would society endure that some wild young Bengalee tigers should go at large because their keeper had no control over them! Of just this material—young truant children over whom parents have no control—are our incendiaries, our thieves and burglars, made. Boston has, sometime since, declared that the alarming evil of truancy must be stayed; and has brought the strong arm of the civil law to bear on the offence, insisting that the children whom parents cannot control and keep at school shall be disciplined and instructed in other ways. Somerville, Cambridge, Brookline, Roxbury, Newton, our neighbors, all of whom have suffered so much from this class of young pilferers, idlers, growing adepts in every vice and crime, are moving in the matter, and doing what they may as well to protect themselves as to save the poor children whom the parents cannot save. Fortunately with us the number of such is not large, and, perhaps, the more observed. But how may the few

be reclaimed and saved? This question is from time to time brought to us with that mournful statement from teachers, sadder than any funeral dirge, "We fear the parents have no control over them."

Superintending School Committee.—FREDERIC A. WHITNEY, JOHN RUGGLES.

BURLINGTON.

Your committee are unwilling to close this report, without urging upon, parents the duty of giving a strong and vigorous support to the teachers in carrying out their plans and enforcing every wholesome regulation of the school, for without this aid the best teacher cannot be successful.

Nothing so tends to break down the discipline of a school and paralyze the efforts of the teacher, as for parents to lend a willing ear to the complaints of their children, respecting their studies or the school discipline; and to take it for granted that the teacher is in fault, and proceed to condemn the teacher (the evidence being all *ex parte*,) in the presence of the child. If the teacher is, in reality, incompetent to conduct the school, she should be removed at once; but if competent, then have a generous confidence in her, that she aims to do right—that it is the good of your children she seeks. She is a better judge than most parents of the attainments of their children in their school studies, and knows better the degree of advancement they will bear, and the discipline they most need in school.

Do not forget that teachers are human, even the best of them, and how much they need your aid, in the government of the school; and never give your teacher any occasion to quote the remark of that teacher, which is of so much import, who when asked if he did not find it hard to govern one hundred scholars, replied, "Not so hard to govern one hundred pupils as the two hundred parents."

Let parents send their children regularly to school, counsel and encourage them cheerfully to obey every rule established for their good, to be studious and thorough in their lessons, to value their school privileges, and how soon our schools would show the good results of such co-operation.

School Committee.—NATHAN BLANCHARD, SAMUEL SEWALL, Jr., SILAS CUTLER.

CAMBRIDGE.

The complaint has been made by some of our Grammar masters, that the scholars of the Middle Schools are taught by systems of instruction so widely different from those that prevail in their own schools that, when they are promoted to the Grammar Schools, much time is lost in eradicating their old habits, and assimilating them to the methods they are thenceforward to

pursue. This seems very probable, without the slightest imputation on the ability or fidelity of the Middle School teachers. And combining this complaint with the difficulty of governing the upper classes in the Middle Schools, we are led to the inquiry, whether, on the whole, the grade of Middle Schools is founded on radical philosophical distinctions, or is only an arbitrary classification. If the latter, the maintenance of them is likely to be productive of more harm than of advantage; for usually all distinctions that are arbitrary are pernicious. We have been helped on in this inquiry by the fact that the cities of Boston and Roxbury, where so much careful attention is bestowed on the grading and classification of the public schools, have never adopted the Middle School grade. And we are inclined to believe, as the result of our examination, that this grade of schools does not spring out of any inherent distinction, and consequently is not necessary to a perfect classification. Let us give a moment's attention to the philosophy of the case.

Between Alphabet and Primary scholars, that is between those who have not yet mastered the signs of ideas so as to connect them together in sentences, and those who are fairly beginning to read and spell and think systematically, there is a very appreciable line of separation. Each requires a very different method of instruction from the other; and it is to the lasting credit of the founders of the Cambridge school system that they should have been the first—as they were—to discern this distinction and establish the grade of Alphabet Schools. So also, ascending a step higher, we find a radical division line running between the Primary scholar, just spoken of, and those who, having learned to read and spell with comparative facility, having mastered the arithmetical tables, and old enough to be capable of connected thought and regular application, are ready to take up arithmetic, geography, and grammar as systematic studies. These two, also, require very dissimilar methods of training. And now does there exist any other point of radical division, until we ascend to where the belles-lettres and classical studies of the High School supervene on the Grammar School studies? We think not. And where does the scholar belong, in a true classification, who is ready to take up geography, arithmetic, and grammar, as regular text-book studies? Why, in the Grammar School. It is far better, moreover, that he should begin those studies under the same system by which he is to pursue and complete them.

Thus, we think, the grade of Middle Schools, according to an accurate discrimination, disappears. Its lower classes belong to the Primary Schools, its upper classes to the Grammar Schools. And we suggest to our successors to follow up the inquiry we have instituted, and to study carefully the working of these schools. For if it should finally be determined that, being the fruit of an arbitrary classification, they are on the whole productive of some appreciable evils, and of no express advantages, it would certainly be

judicious to merge them in the grades to which their pupils would fairly belong. It could very easily be effected.

Our Grammar Schools, seven in number, contain 1,095 scholars and employ 25 teachers. We rejoice that we can pronounce so favorably on the condition of this important class of our schools. Yet we should do injustice to ourselves, did we leave it to be inferred that we consider them, as a whole, up to the standard of what they might be made to be. We should be glad, for instance, to see a little more breadth and richness of instruction in some that are now admirable for accuracy and precision. They give us the perfect woody structure of the tree of knowledge, with scarcely enough of the sap which should clothe it in a garniture of luxuriant verdure. We should be glad to realize in others, a morale a little less suggestive of fear as its elemental principle; in others, a firmer and more vigorous central force. In others, again, we think that more caution and refinement in the teachers, as to manners and speech, would prove an efficient ally of their express instructions as to the gentlemanly and womanly demeanor of their scholars. And we throw out these hints from the stand-point of a high ideal, because we think it well for both committee and teachers to be always rigorously comparing the actual of the schools with just such an ideal; to be free and candid in confessing wherein they may come short of it, and in working up to it with devoted and persistent resolution.

Complaints have long been rife that there is too much forcing in our public schools; destroying the just relations of work to play, and producing physical ails and infirmities. Of course our attention has been directed to the merits of this mooted question. And we were not long in deciding that, so far as the amount of ground gone over in the Grammar Schools is concerned, the idea of any undue exactions is preposterous. Our Grammar Schools fail, if any thing—as regards quantity of attainment—not in the *much* but the *little* they accomplish. Of arithmetic, geography, and grammar, considering the number of years that are devoted to them, only a reasonable amount is required, while the modicum of history gone over is a mere bagatelle. We have been eager to enlarge the range of study in some particulars, rather than abridge it, and to realize a far more comprehensive and suggestive method of instruction in every branch than now obtains. And it is certain that there is some mal-adjustment of affairs at present, or else our teachers would not be forced to plead that they are working up to the maximum of their opportunities, in accomplishing present results.

There is no overdoing then—no forcing in our Grammar Schools, as to the amount of ground gone over in study. But we think we have detected the origin of the complaints referred to, in the harassing care and anxiety that are attendant on preparation for the public examinations. Of these there have been two in each year. The standing of the schools has been made to depend mainly upon them. Of a consequence, from two to three of the

previous months have been occupied with reviews and drills, with special reference to these conclusive ordeals. Any mistakes and deficiencies during such periods have naturally rendered the teachers anxious and exacting; all the more as the all-important occasions have approached nearer and nearer. This solicitude on their part has begotten a corresponding anxiety in the minds of the scholars, an emotion always far more wearing and injurious than any amount of calm and hearty application.

Thorough examinations, from time to time, to test the accuracy of the scholars' knowledge of the studies they have been pursuing, we believe to be indispensable to the faithful oversight and progress of a school. But, in view of the circumstances, just rehearsed, that accompany preparation for them, not only the wearing anxieties, but the consumption of time in reviews that are likely to be not so much wholesome retrospects of study, as drills for a cramping textual exactness, we have arrived at the conclusion that one examination of the kind a year is sufficient to secure the ends intended by it. We have, therefore, substituted for the formal, public summer examination, one to be held by the committee in private, for which no express preparation shall be allowed; of which, indeed, no previous notice is to be given to the teachers. It is to be carried on, moreover, with text-books or without them, at the option of the committee; the grand object being to ascertain, not what the scholars have been over, but what they know; where they stand; how far their faculties have been quickened and energized; how far their observation has been schooled to promptness and sharpness; how far they have been taught aside from the text-books as well as in them. The experiment—first tried last summer—worked admirably. It was faithfully carried out. It was a deeply interesting exercise to the committee, and it resulted in an increased confidence in the general excellence of the schools.

There is a very important point relating to the Grammar Schools, suggested by the fundamental principle that we ought to strive after "the greatest good of the greatest number," that we should be glad to enlarge upon at this point, but have room only briefly to set forth. Quite a large percentage of the scholars who enter the first classes in the Grammar Schools, do not go to the High School. Some of them do not go even through the Grammar School; necessity draws them off, one by one, to engage in the practical duties of life. Now should not sympathy for that very necessity make us anxious to furnish those who are subjected to it, if possible, with something more of knowledge than they now are restricted to? Could we not, for instance, give the boys among them instruction in book-keeping? Could we not, also teach them all, the elements of natural science: so that they shall at least know something definite about those mighty agents that bear so immense a part in modern civilization and progress, such as the steam-engine and the telegraph. And by thus bringing down into the Grammar School the elements of some studies now confined exclusively to the High School, should we not increase

the range and efficiency of that school, as well as give breadth to the instructions of the Grammar School?

Twelve years ago there existed only one radical system on which the Grammar Schools of our large communities were constituted. It is that which prevails in Cambridge at the present time. Organized on a basis of from one hundred and fifty to two hundred and fifty scholars, as may be, each school has all its study desks in one large hall, and the subordinate teachers hold their recitations in small adjoining rooms devoted to the purpose. All the scholars, therefore, and the assistant teachers, are almost constantly under the eye of the master.

There were serious evils pertaining to this system, it was argued, that might be remedied, while important elements of a perfect ideal of a Grammar School were inevitably excluded. To avoid the one and introduce the other, a new plan of organization was devised.

By this new plan a much larger number of scholars are collected into a single school than before, but, instead of being convened in one great study room, they are distributed into just as many rooms as there are classes, each class having its own teacher. Thus all the members of each class pursue the same studies at the same time, uninterrupted by the presence or the pursuits of any other classes, under the constant care and discipline of their special teacher. And the several classes, thus doing their chief work apart, are consolidated into a united whole and constitute one school, by the fact that the master is the directing and controlling head of all. He keeps in efficient motion the wheels and gearing of the system by which all are working on one common principle and towards one common end. He oversees every thing, visiting the several rooms from time to time, examining the scholars and advising the teachers. At stated and occasional intervals all the scholars are brought together in a hall for the purpose; and there, as one, unite in devotions, listen to moral counsel, engage in singing or combine in special exercises that pertain to them as an undivided whole.

We proceed now to set forth the particulars as to which the advocates of the new system claim that it is far superior to the old. And first, we instance the accurate *classification* that it allows. The present Cambridge schools are subdivided each into seven classes. Such is found to be about the most natural and judicious limit of division, so as to secure sound, uniform and efficient progress. Now each of these classes should have at least three recitations a day. Here, then, the three teachers of a school of a hundred and fifty scholars have to conduct twenty-one recitations in that length of time. Deduct now time for devotions, time for recesses, time for writing and time for the necessary machinery of the school system to work in, and it will at once be seen that the period which can be allowed for each recitation is lamentably small; and every experienced educator knows

that nothing is so essential to thorough and comprehensive teaching, giving the teacher opportunity for that illustration and suggestion which are better than all the formal details of text-books, as ample time for recitations.

Make now each such school three-fold as large. You then have four hundred and fifty scholars with nine teachers. And, preserving the same basis of division, we find that instead of parcelling out their time so as to make *sixty-three recitations a day* for that number of scholars, as now, those teachers would embrace the whole of them in twenty-seven recitations. What a prodigious gain is here! Nor is there any loss from the relative increase of each class. Separated as each is from every other, every remark made by the teacher is a remark for all. Every question put is a question for all; every answer given is an answer by all. There may be from forty-five to fifty in a class thus taught with high profit to the whole.

We instance, in the second place, the superiority of the new system as to economy of time. When all sit in the same room and file off into adjoining rooms for their recitations, a very material part of each session is consumed by the mere machinery of this process. We have again and again timed this machinery in one of our schools, and found the average consumption of time in its working to be twenty minutes for each session of the school. Here, then, are forty minutes a day subtracted from the profitable labor-time of the school, merely to get at its performance. After deducting the allowance for recesses, it constitutes precisely one-eighth of the school-time. Is it not worth while to prevent a part of this loss if we can judiciously do so?

Again, where the place of the master is in a common study-hall, with a large number of pupils in his presence, every instance of misconduct sent to him for reproof or punishment, not only distracts his attention from his class, but at once engages that of all the pupils before him. This, in the aggregate, is a serious loss, not only of time, but of that uninterrupted concentration of mind so essential to successful study.

The new system is superior, in the third place, as a help to the moral and intellectual influence of the teachers. Obligated now to hear the recitations of some, at the same time that he is governing many others, to work his mind under the consciousness of a divided duty, and amidst such sounds as the best discipline cannot prevent, his processes of thought are broken up, his nerves are unduly harassed and strained, and the best part of him often wasted in mere details. Said one of the prominent teachers of Boston, lately, in response to our inquiry whether he would like to go back to the old system: "Go back! No, indeed. That deserves to be called the *kill-teacher* system!"

In another point there is a gain of influence, which must be quite remarkable and striking, inasmuch as every teacher under the new system whom we consulted for his opinion, volunteered it, as of especial importance.

Sitting, under the old system, in the same room with the master, the scholars become familiar with his person and accustomed to his ways. They find out that his eye cannot be in every place at once. They learn to improve their vantage for violating the rules; and the result is a comparatively low standard of discipline. And for sheer want of time to treat such infractions by moral suasion, the rod must be frequently resorted to. But under the new system, to be sent up to the master for correction, is a very horror of horrors; while the complete oversight which the teacher of a class enjoys, diminishes the opportunities of infraction of the rules. In the large schools of Boston, therefore, we have been assured of the remarkable fact, that the amount of corporal punishment has decreased at least seventy-five per cent. Girls are seldom or never subjected to the rod. There is so much scope for moral influence that this resource, so repulsive in connection with girls, is rendered unnecessary. In the Winthrop School, containing a thousand girls, there has not been a single instance of corporal punishment for two years. Its use, indeed, is expressly abjured and abolished.

We shall now speak of the further and very important advantage the new system has over the old, in the pecuniary economy of its administration. Heretofore, to a hundred and fifty scholars there have been allowed three teachers; a master and two female assistants. The aggregate salaries of these three is nineteen hundred and fifty dollars (\$1,950). Therefore, to teach three separate schools of the same size would cost, at the same salaries, five thousand eight hundred and fifty dollars (\$5,850). Combine now these three schools in one, under the new system, and it would cost to educate the same number of scholars,—even allowing to the master an extra special teacher, to take care of his class when he is engaged in other rooms,—only four thousand two hundred dollars (\$4,200). Here there is a difference of sixteen hundred and fifty dollars (\$1,650); equivalent to a saving of five hundred and fifty dollars (\$550) in the administration of each of our Grammar Schools, as at present organized.

We thus have a practical consideration which appeals strongly to that very sensitive thermometer of public interest—the amount of the annual taxes, and all things being equal, shall we not set about the adoption of a system that is unintermittedly to save several thousand dollars a year?

One further advantage of the new system exists in the wholesome emulation that is excited among the teachers of a school. According to the present plan, where each teacher hears the recitations of several classes, perhaps indeed distributes her labors throughout the school, there is no special responsibility, and of course no special incitement. But under the best models of the new system, the teacher of each class carries it forward exclusively through all its stages of progress, up to the master's hand. Thus the relative standing and advances of each class reflect directly back on the capacity and faithfulness of its teacher; and this communicates to every

department of the school an ardor, an enterprise, and a devotion that tell immeasurably on its interests. G. A. Walton, Esq., master of the Oliver Grammar School in Lawrence, touches on this interesting point, in the following passage :—

“I suspect the masters of the large schools examine their separate sections quite as thoroughly as do those in charge of one hundred and fifty pupils. As an actual fact, I know as little, I know less about the recitations of the classes of my own room, under my assistant teacher, than about those of any other part of my school. I see the children and the teacher every day working with apparent faithfulness, and I assume that all is right. I go to the other classes and make a careful examination of their proficiency and manner of progressing. If the number of pupils does not exceed five hundred, the master can make himself effectually felt in all the modes and in the spirit of the instruction. The teaching in the main must be done by the teacher in charge of the class, and an application that will stimulate one teacher can be made to ten as well. The system itself excites the emulation of the teachers as well as that of the pupils. Teachers that are disposed to shirk responsibility, prefer to be in Primary Schools, or in some place where the competition is less sharp.”

And now it is our duty to inquire whether there be not disadvantages pertaining to the new system, that counterbalance its points of superiority, and should make us hesitate to substitute it for the old.

It is considered of the last importance by educators that the master of a Grammar School should be *felt*, as far as possible, by all his classes ; that his influence should run, as an integral element, through all their work. And the question naturally suggests itself, in this connection, to those unacquainted with the workings of the new system, does it not practically set at naught this essential consideration ? Does it not make each class of a school virtually a school by itself, the master being the head of but one of them ?

We have made wide inquiries among those who have had practical experience of both the new system and the old, and we give the spirit of their unanimous replies, as well as the results of our own careful observations in our conclusions.

And we confidently assert that the master is felt far more powerfully under the new system by all his classes, than by any under the old, provided the peculiar features of the new system be not extended in any school to a mistaken extreme. Boston has rashly made this great mistake. Anxious to secure the utmost possible out of the pecuniary economy of the new system, to save in the cost of land, the cost of houses, and in outlay for salaries, it is organizing from eight hundred to a thousand children into a single school. This, in the vulgar but expressive phrase, is “running a good thing into the ground.” There is a limit, easily ascertainable, beyond which a man’s personality cannot be distinctly felt, whether in schools, in armies, or any other form of the various combinations of mankind. Military

men have made this limit a careful and conclusive study. They have established to a nicety, by multiplied experiments, just how many men can be commanded effectively by what they call the *unit* of one officer. And prominent educators, experimenting as carefully in their own domain, have arrived at settled data as to how many scholars can be thoroughly governed and influenced by one master. This number is set at from four hundred and fifty to five hundred. Mr. Philbrick, superintendent of the Boston schools, says: "Good classification is essential both to efficiency and economy; and in order to secure this classification, it is necessary to bring together under one roof a large number of pupils. But I think few will claim that more than six hundred pupils of the Grammar School grade are requisite for the purposes of classification. Five hundred might, perhaps, be considered amply sufficient in most cases. And no one can deny that an increase of the number of pupils in a school, beyond what is necessary for a good classification, diminishes its efficiency. If it is asked, then, what is the reasonable, economical, natural limit to the number of pupils to be placed in a Grammar School consisting of children from eight to fifteen years of age, I answer, it is the number requisite for classification, which is from five to six hundred."

But even with all the evils pertaining to the abuse of the new system in Boston, we have not found a single master who is not enthusiastically in its favor, when set in comparison with the old. Better, they say, the fact that the power of the master should be a nullity beyond his own first class, if that class can get, as now, the action of his mind in its integrity; the moulding power of his ceaseless influence. And better that the lower classes should be as so many distinct schools, when they can enjoy the unspeakable advantage, not possible before, of study, undisturbed by the presence and pursuits of other classes; the scholars of each reciting all together, and, moreover, enjoying abundant time for their recitations.

We have thus fulfilled our obligation to lay before our citizens a report of the condition of the schools, and to make such suggestions as we think of value to their future well-being.

It will be noticed that we have not pursued the customary course of instancing each individual school and teacher by name, and pronouncing on the condition of the one, and the success of the other. We have preferred to deal with them in aggregates, and this for several reasons.

In the first place, to condemn a teacher before the public is so ungracious a task, that it is seldom or never honestly accomplished. The terms in which committees who undertake it, and are gentlemen withal, strive to "temper the wind to the shorn lamb," without taking all the raciness out of the wind, are rich curiosities of literature. And even when condemnation is expressed without delicacy or remorse, it is often as ill-timed as it is ungracious. Many an unsuccessful teacher is capable, earnest, and faithful;

and simply out of her true place. What right have a committee to cast reproach on her efforts, and injure her prospects of employment elsewhere, by such means?

Equally are the strivings we meet with in reports to express commendation of some seventy or eighty persons, engaged in the same vocation, without endless repetition of the same terms, to be ranked among the wonders of rhetoric. And, in fine, the place for special criticism on teachers is before the school board. There responsibility belongs; there should abuses be rectified, negligence reproved, and incompetency dismissed. Meanwhile a good teacher rarely fails of adequate esteem and praise.

In conclusion, we would sum up in a few words to our teachers the suggestions that spring out of our intense consciousness of their opportunities and responsibility.

We consider your vocation second to none other upon earth. A school teacher, who is faithfully working up to an ideal commensurate with the possibilities of the immortal beings he labors with, has none that enjoy greater scope for loftiest influence, and should be held, therefore, in loftiest honor. See to it, then, that the grooved and channelled routine of your labors does not narrow you down to a cold, perfunctory performance of them. See to it that you maintain your faculties on the alert, steadily picking up what fresh information you can from books or otherwise, and keeping abreast of the age, so that you can draw unceasing supplies from your intellectual stores, to illustrate the studies of your classes and ply them with suggestive stimuli. Remember well that text-books are not inclosures within which the minds of your scholars are to be penned, but guide-boards to point out what manifold reaches of road are before them for their assiduous travel; and that, in another's phrase, "a child should be taught two things every day—both to know his book and to forget it." Maintain a diligent watch over your manners, so that your refined and chastened demeanor shall be a constant lesson, forceful though silent, in the proprieties of decorous behavior; over your speech, so that its purity and correctness shall illustrate the eloquence of a true usage of our mother tongue; over your temper, so that your discipline shall owe more to the moral power of your self-possessed manhood and womanhood than to the terrors of your frown or your rod. And, above all, seek fervently from the right Source, to be so inspired with the supreme and eternal realities of existence, that your whole being shall gravitate ceaselessly towards the noblest issues of life. Then your unconscious tuition, exemplifying the true relations of culture and subordinating intellect to soul, shall hallow your conscious labors, and your scholars be persuaded to purify for eternity what is first to be devoted to mankind.

School Committee.—JAMES D. GREEN, H. W. TORREY, J. C. MERRILL, W. W. WELLINGTON, H. F. HARRINGTON, FRANKLIN HALL, J. B. TAYLOR, H. O. HOUGHTON, J. McDUFFIE, J. R. MORSE, C. W. KINGSLEY.

CHARLESTOWN.

The public exhibitions of the schools, which for a long time heretofore have been authorized and encouraged, and which have called together large companies of the parents and friends of the children and teachers, are thought now to be of no practical utility. They are made up of exercises and representations, which are well enough for amusement and recreation, and which children will be very apt to spend a good deal of time about, but which time should not be taken from school hours. Heretofore we have thought that perhaps the gain in interest in the school, would compensate for the loss of time which has been taken in preparation for, and recovery from the excitement of the exhibition, but more careful reflection upon, and inquiry into the matter, has convinced us that neither teachers or scholars are paid for their trouble, and that the pleasure of those who witness the exhibitions would be very much lessened if they understood that the time taken in preparation was so considerable as really to interrupt the course of study, and retard seriously the progress of the school. We are inclined, therefore, to recommend a discontinuance of these exhibitions, and a substitution of public examinations, on public days, when visitors will be expected, when they can hear the recitations and witness and listen to the usual exercises of the school, and so form a fair judgment of how the children are employed, of the course of instruction, and of the manners and influence of the teachers over the children entrusted to their care.

Another matter referred to in the semi-annual reports, is that much talked of subject—a superintendent of the schools. The appointment of such an officer depends upon the passage of an ordinance by the city council, authorizing it to be done. Without such an ordinance, the school committee have no warrant, under the law, however much they may believe in its importance, to appoint or pay for the services of a school superintendent. They can only appeal to the city council; and this they have done by presenting, early in the year (February 13,) a memorial, referring to previous memorials, and setting forth some additional reasons why their request should be granted.

So much has been said in previous reports on this subject, that it will be, perhaps, inexpedient and useless to enlarge upon it in this; nevertheless we shall venture again to ask for a careful examination of the subject, and to express our unanimous judgment that the ordinance should be passed, a superintendent appointed, and the experiment be fairly tried.

Our judgment is, that school privileges are afforded for our children, because that is the best use of so much of their time. Substantial and tasteful school-houses, neatly furnished, are provided, because the mind can be best developed and exercised when the body is comfortable and the senses calm. And what is accomplished in the schools must be done by

diligent and patient application to *study*. We know that children need physical exercise, amusement, and contact with the world, and that these are no less important than study and restraint; but we firmly believe that habits of industry and application, are essential to the proper enjoyment and use of time. And the school-room is not the place to effect much in the way of physical exercise and development, or to cultivate and gratify the lighter part of our natures. Employment for the mind and constant industry in that direction, should be the duty and desire for school hours. Freedom from restraint, activity and mirth, for hours of recreation. The cultivation of the affections—a generous friendship and an unselfish spirit is an unceasing demand, at home, in school and in the world. That they may understand, be happy, and be useful, is what we aim at, and mean, by the education of our children.

For the Committee.—TIMOTHY T. SAWYER.

CHELMSFORD.

In closing this annual report, our thoughts naturally run back over a period of twenty years, during the whole of which, one of our number, (the retiring member,) and much of which the other two, have been members of your school committee. Our intercourse with your schools has been such as to impart to us a knowledge of their history. During the first three-quarters of the period named, we think manifest improvement was made in these nurseries of intelligence, these institutions for the intellectual training of our children. During those years, between twelve and fifteen thousand dollars were expended in building and repairing school-houses, and the sum of money annually appropriated to support the schools was doubled. During those years, a uniformity of books was effected in the schools, and some of the school-houses were furnished with plates, and maps, and globes for illustrating the studies pursued therein. During those years there was an apparent decrease of opposition to the committee, and an apparent increase of co-operation with them and the teachers to bring out desirable results. During those years the standard of attainments was manifestly raised in our schools. During the last quarter of the period named, we think little if any progress has been made. By this statement we mean, that as a whole, our schools do not stand higher, in point of excellence, than they did five years ago. Some of them do; others have manifestly deteriorated. Respecting the causes for this check, we regard it expedient to withhold our opinion; that some of the causes may be removed, we confidently believe.

Our common schools are common property. Every citizen has an interest in them, and should manifest his interest by using his influence to

render them efficiently useful. We have learned that several elements are indispensable to a successful school, prominent among which are a good teacher, adapted to his (or her) position, and the co-operation of parents. A lack of either of these will mar the results. We hope that the best method for securing the former element will be adopted, through agencies that are at work—and the latter we urge you to supply. We earnestly solicit your co-operation with your committee and teachers, whether the former are composed of three, or a larger number, and whether the latter are perfectly adapted to their places or not, while they occupy those places. If your committee is large, and your teachers perfect, they will nevertheless need your co-operation, and surely if the former is small, and the latter defective, they cannot effect a success with your opposition. Visit the schools during the term, as well as at their close, and if you discover defects, instead of enlarging upon them in places of public resort, where the scholars are liable to form a part of the company, or of reporting them to those who will make this use of them, report them to the committee. Understand, fellow citizens, that you can essentially aid or hinder the prosperity of the schools. Aid it, we entreat you, and thus be instrumental in conferring incalculable benefits upon the present and future generations. While the present plan of managing our schools is continued, labor in your different spheres to make it efficient; do not think that *any* plan will execute itself, or can be successfully executed with your opposition. Whatever plan shall be adopted after thorough investigation, accompanied with free and full discussion, let it receive the favor of all interested, and an impulse will be given to our schools, in the right direction, which will be manifest and pleasing to all intelligent and interested observers.

School Committee.—B. F. CLARK, J. C. BARTLETT, N. B. EDWARDS.

CONCORD.

Philbrick's Tablets.—Philbrick's Tablets introduced into the Primary and District Schools, have more than satisfied the expectations of the superintendent and teachers, as ingenious devices for interesting young children in the elements of learning through the eye and hand, those leaders along with the ear, of culture in every department. They have been used to good profit, and to the pleasure of teachers and classes. Next to Colburn's books, and Dr. Mason's music books, I consider them the best thing that has been done for the schools since the revival of education amongst us. Some improvements may be suggested to suit the growing demands of the mind; perhaps colored types for the vowel sounds, illustrated fables, calisthenic postures, mythology, costumes, cards of songs, maps, and giving the new art of photography to the service of education. Pictures have wrought wonders during the last thirty years for human culture, and the

youngest children in families and the schools are beginning to get their share in the new improvements.

Physical training has received some attention here lately, and is practiced in some of the schools. But I need not enlarge upon its benefits to you, gentlemen of the committee, several of your members having taken strenuous parts in the class gathered in this hall, under the leadership of Dr. Lewis,—invited here by your secretary,—who has kindled an enthusiasm that has spread throughout the town, and still brings its classes of gymnasts of all ages, professions, callings; from school boys and young ladies, to grave seniors—including many of the teachers, along with the farmers, the merchants, the honorable chairman, the tall secretary, and the reverend minister. Teaching, preaching, pleading, trading, farming, house-keeping; hearth-sides, studies, the neighborhood, the landscape, are all of them the sweeter and the lovelier for these; and as recreative to the seniors as to the young people, and taken as a natural religion by instinct. Body and mind are yokefellows and love to draw together in these life tasks and pleasures of ours. All need meat and drink, fresh air, the influence of sunshine, exercise out of doors, and a chosen task; if imposed, the more is the need of those incitements, as reliefs and relays for us in disguise. Play is wholesome. A sound mind proves itself best by keeping its body sound and swift to serve its turns; its senses keen, its limbs strong and agile for the moment. Nature is the broad church of All-Souls for cheer and satisfaction, strange as the houses may seem and the doings in-doors.

Teachers' Interchanges.—The half-days allowed the teachers for visiting each other monthly and taking their scholars with them, have given pleasure to all, both teachers and pupils, furnishing occasions for observing the methods pursued by each, and the benefit of any suggestions such opportunities may afford. I believe all have availed of the permission and found pleasure in it. It has brought them together professionally and proved instructive. Next to teaching is the instruction derived from seeing how others teach; and next to seeing good examples of the best, is witnessing bad ones. Very good too and proper this following the superintendent, that they may judge the better of his judgments concerning their gifts. Besides, they have too few chances for varying the school routine, wearisome oftentimes, from the excessive draughts made upon their spirits as well as upon the childrens' tempers from week to week.

Sunday Evening Meetings.—Following out our plan of interesting parents in their home duties and their relations to the school, I have held Sunday evening meetings at the school-houses in the several districts. They have been well attended generally and by the children largely. So far as I have learned they have been profitable to all. The sub-committees have sometimes been present and addressed the company. I can conceive of no better disposition of an evening than the meeting together of parents and

children to converse or hear discussions on the family relations, the duties of neighborhood, the spirit of childhood, the laws of life and of the virtues. On looking over my notes I find the subjects actually considered to be intimated as follows: "Relation of Parents to Schools;" "Family Life;" "School Books;" "Religion in Education;" "The State's Duties to Children;" "True and False Idea of Education;" "Moral Culture;" "Methods of Teaching;" "Experiences in School-keeping;" "The Good Schoolmaster."

Perhaps no greater service could be rendered to this generation by the leading men in our towns, villages and districts, than by assembling occasionally during the winter months to consider the great questions that interest them as men, as parents, and as neighbors, in a calm and conversational way, at the school-houses. Such meetings would presently become second only to the lyceum in interest and profit, while the place and company would offer opportunities for discussing some of the most cordial themes now brought before them at the churches, in a manner quite unobjectionable, and more likely than any other to promote charity and a genial piety.

Committee and Teachers' Meetings.—Our meetings for conversation have been fewer than the teachers desired. They have been well attended and accepted I believe both by teachers and committee as among the most important and useful of our several novelties for promoting the interests of the schools. We have discussed the following among other topics: "Ought pupils to be carried along in Arithmetic farther than they can understand?" "The method of governing a School by calling on the pupils for reports." "Modes of Examination;" "Recitations;" "School Checks;" "Modes of Correction;" "Text-Books;" "Conversation." Most of the teachers usually took part in these discussions.

Parents' Visits.—The school stands nearest the family of all our institutions,—is indeed an extension and image of it, and claims its fostering interest and sympathy. It should enlist the parents' affection, and get some of their freshest hours. Its teachers deserve to be taken into their hearts as friends, the friends of their children, and their assistants in the work of training them in the ways of learning and virtue. Sympathy is the least they can afford to give for so much bestowed, and the best part of the teacher's success. I fear it goes ill in those families, whose heads are seldom seen inside the school-houses, to learn for themselves how their children are managed, and to encourage the teacher by their presence and considerate judgments concerning her school. I know no plea that can be pronounced without shame for any negligence of this kind. The schools are no longer the dismal places some of the old people remember; if they were, who would think of sending his children there, or, sending them, would take his part of the infliction by entering them occasionally. Certainly the place where a child passes so large a part of the most impressible period of his

life, should be the resort of his parents sometimes, and be made as charming as possible. Perhaps something of the old prejudice against them as places for mischief and dulness, still lingers amongst us to their detriment. I can vouch for the vivacity and pleasant manners of some of them, to say the least, and confess to the good it has done me to enter them rather often. I may safely recommend a trial to every-body, and advise any who shall fail of being interested from a visit, not to own it, lest they make thereby an unexpected confession. A visit cannot fail to benefit all, and parents most if they enter as parents should. Free thoughts and a fresh heart shall find freedom and freshness inside. Dull visitors carry dulness of course, and bring away the dulness they carry. The kindly spirit finds scenes of life and of activity; handsome heads, pleasant faces, mischief sometimes, idleness most likely, but more of diligence and satisfaction reigning. Where these are, the school is cared for if frequently visited; nor are our ends fairly gained till our towns people are awakened to the beauty of the school interest and the schools become attractive places of resort; our best minds contributing their best things to the children and parents. And what more convincing proof can we exhibit, in a country town like ours, of the duty of all good citizens to complete our republican theory of general education for all, by all, in the Commonwealth?

Superintendent.—A. BRONSON ALCOTT.

DUNSTABLE.

By a vote of the town, the business of hiring teachers now legally belongs to the prudential committee. One of the reasons why some of the friends of education were desirous that the superintending committee should perform this duty was, the prevention of so frequent a change of teachers. The prudential committee remains in office but one year, and frequently has some relative to present, and as the same teacher does not often teach both the summer and winter term, the consequence is a change of teachers every term. We believe this to be detrimental to the best interest of the school. Every teacher has a peculiar method of teaching to introduce, differing in some respects from that of another. It also takes time for a stranger to form that acquaintance with the different dispositions and different degrees of attainment, necessary for the prosperity of the school. Aside from these objections to a frequent change of teachers, there is the risk of obtaining an incompetent teacher, for a person may be well acquainted with the various branches to be taught, yet may prove to be a worthless teacher. Therefore we would recommend that good teachers be retained whenever practicable.

There are a variety of agencies necessary for the perfection of a school. Second to none we regard a lively interest upon the part of the parents,

and in that district where the parents are active and spare no pains for the welfare of the school, we feel assured there will be a successful one. On the other hand, in that district where the parents permit their children to be both tardy and absent, listen to their tales of supposed grievances, and perhaps give encouragement to resistance of the government of the school, we can expect nothing but strife and discord, and consequently a waste of the money appropriated. "As they sow so will they reap." But it may be said, are not good teachers requisite also? Very true; but when the parents are interested, they will take care that a good teacher is secured and cheerfully encouraged in the work.

The importance of attendance every day of the term we fear is not fully estimated. For some trifling cause a child is kept at home a day or so. If he omits the lessons passed over during his absence, he loses some important principle perhaps, which he must be acquainted with to advance understandingly. If he attempts to advance he is in confusion, and consequently loses his interest. The next week, perhaps, he is absent again and the absence is followed by the same detrimental results. Pursuing this course he soon becomes aware of his ignorance, and although his attainments demand that he should be placed in lower classes, his pride will not yield, and he must either be placed in higher classes where he can receive no benefit, or in no class at all. In this manner his school days are spent, and he engages in business poorly qualified, and in all probability always will remain so. Nor does the evil stop here. It introduces confusion into the school. Either there must be more classes formed, or the ambitious ones must be kept back for the others to come up. Either course serves to destroy the interest, and consequently to have a deleterious effect upon the school.

Superintending School Committee.—ANDREW SPAULDING, DANIEL SWALLOW, JONAS C. KENDALL.

GROTON.

In an age when the branches of study have become so numerous, it is desirable to keep in mind the true intent of our public school system. This is plainly to furnish the young with that kind and amount of knowledge which they will need in the ordinary routine of life, and which may be used as a basis for whatever further acquisitions any one may have the disposition and ability to seek in other places. It works not upon pinnacles and towers, but upon foundations. It does not aim to furnish costly and rare viands gathered from all lands, but contents itself with the plain bread and beef which have hitherto nourished the bone and muscle of New England. That school which contains good readers, and good writers, and good spellers, and those thoroughly acquainted with geography and arith-

metic, and the grammar of our mother tongue, is a good school. It gives to the young the preparation for after-life which they can fairly claim of the State. Not a few among us commencing with this training, have risen to eminence in learning and ability, and tens of thousands, happy in their general intelligence and the thrift that flows from it, look back to the common school as the source of all their culture. These branches of study should never be overlooked or slighted, nor can they be wisely set aside for any thing else. They are, to the intellect of the world, what the rain and sunshine are to the growing crops, furnishing for it the very elements of its life.

School Committee.—ABRAHAM ANDREWS, GEORGE S. BOUTWELL, DANIEL BUTLER, J. Q. A. MCCOLLESTER, WILLARD TORREY, GEORGE B. GOW.

LINCOLN.

In scanning the school-registers, your committee found too large a total under head of absent and tardy. Absence and tardiness are faults which lie at the doors of parents; grievous faults; mischievous to parent, child, and school. Sickness, and like imperative stays, we know keep some away; but we regret to say that trivial causes have kept away many more. Surely, this is deplorable; it is folly on the part of parents; they cannot be fully aware of the consequences to their children. Irregular attendance at school for slight causes, is almost sure to be followed by irregular habits. Broken studies unsettle the mind; the child must lag behind his fellows; for, all the extra exertions of the teacher cannot make up to him the advantages of consecutive study. And then, the detriment to the school in way of lost time; lost in waiting for the laggard to catch up, in a manner, with the rest, is of no small importance. It is wrong in another point of view; it is downright robbery; robs the children who are always at school, of precious time; robs the community, for it has paid for the time so lost. It is an injustice to the teacher, whose successful progress is checked, and whose labor is unfairly increased. When the vast importance of education is considered, it is marvellous that any parent fails to make the most of all opportunities to secure it for his children. We suggest, then, amendment in this respect; we urge it upon parents that they have no right to allow their children to offend in this way. It is their duty to keep them at school. Do not allow them to be tardy. It is not enough that taxes are paid, and the election of school committees participated in,—that is not the sum of duty in this connection.

School Committee.—HENRY C. CHAPIN, JAMES BAKER, WILLIAM FOSTER, D. F. SHERMAN, H. J. RICHARDSON, GEORGE C. STEARNS.

LOWELL.

The Moody School has been remodelled this year, and we now have four Grammar Schools conducted upon the new system. The plan of having each division by itself, and under the immediate control and influence of its teacher, is regarded as a very great improvement in our Grammar School system. Each division constitutes a distinct class, and every scholar is interested in *all* the instruction given. This, as will readily be seen, adds greatly to the importance and success of a good teacher, makes the position one of more responsibility and worth, and gives greater scope for usefulness than the old method of hearing single classes in recitation rooms. An extra teacher has been provided for each of these schools, to relieve, in some measure, the principal, and to give him an opportunity to visit and keep a constant supervision over the entire school.

Evening Schools.—The Evening Schools, originally commenced by the Rev. H. Wood, under the auspices of the Lowell Missionary Society, and, for a series of years, managed solely by this gentleman, were last year taken in charge by the school committee, and are now recognized as a part of the school system. Rooms have been fitted up for their accommodation in the Mann and Green School buildings, and were kept open six evenings each week during the winter months, after they were organized. Competent teachers were appointed and paid for their services. Many of them were teachers in our day schools, which fact is a sufficient guaranty of their excellence. No inefficient teacher would undertake this extra labor. The good resulting from these schools is incalculable. Persons of fifteen years of age and upward, only, are admitted to them. After that age young men and young women who have had but scanty, if any, school privileges, feel the want of those sterling branches of an English education, reading, writing and arithmetic; and the following report of the attendance upon them shows in what estimation they are held by those who are at liberty to avail themselves of their privileges:

No. 1,	81 boys ;	average attendance,	.	.	.	51
2,	87 girls ;	" "	.	.	.	67
3,	81 girls ;	" "	.	.	.	51
4,	123 boys ;	" "	.	.	.	69
5,	132 girls ;	" "	.	.	.	58
6,	85 boys ;	" "	.	.	.	32
<hr/>						
Totals,	589	.	.	.	.	328

Of this number, five hundred and two attended to reading and spelling ; five hundred and eighty-three to writing ; five hundred and forty-three to

written arithmetic; twenty to grammar; and one to algebra. The expense for instruction was \$253; for care of rooms, books, and incidentals, about \$150. Considering the lateness of the season when they were commenced, the attendance upon them was better than could have been expected.

Examinations were made at the close of the term; the exercises were interesting and in a high degree creditable to the industry of the scholars and the interest and devotion of the teachers. No one can watch the operation of these schools without being convinced of their great utility. A large number of scholars expressed regret that they could not be kept longer. We particularly commend these schools to the special attention of our successors, and invite all interested in the general cause of education to visit and examine them.

Truancy.—There is probably no city in the State where the schools are more likely to suffer from truancy than ours. The peculiar element of society from which this evil arises largely abounds, and its prevalence is accounted for by the almost entire absence of parental government and correct home influences. The renewal of the office of truant commissioner was both wise and politic; but the action of the city council in reference to the pay that should be attached to it, shows how little it is understood or appreciated. The truant commissioner now receives one dollar and fifty cents per day for actual service. The perfection of the office would be attained in the officer's being able to sit in his chair day after day, without a single application to secure a truant. The man who possesses most nearly the influence to do this, who will keep every *would-be* truant in school with the least exertion, is altogether the most valuable and useful, and his services should be sought and secured by a liberal salary. The present truant commissioner, Mr. Jesse Huse, possesses peculiar qualifications for this office. His removal from office for six months of last year was prejudicial to the interests of the city and has greatly increased his duties. Between January 1st and December 1st, 1860, he has investigated seven hundred and forty-three cases. Three hundred and thirteen of these were children who had never been members of any of our city schools. Ninety-two of the truants and absentees were returned to school the second time; forty-six the third time; five the fourth time; and four the fifth time. During the same time twenty-one were arrested, and thirteen of them sentenced to the House of Employment and Reformation for Juvenile Offenders in the city of Lowell, as follows: two for two years each; four for one year; five for six months; and two for three months. The remaining eight were bailed by their friends and returned to school. Comment in reference to such an office is entirely unnecessary.

The subject of physical training, in connection with mental discipline, is at present attracting much attention among educators, and has become a popular topic for discussion at educational* meetings. The necessity of

developing the physical organization, together with the mental, and the absolute dependence of the mental upon the physical, has opened our eyes to the fact that book-learning is too often acquired at the expense of bodily vigor. It is said that, as a race, we are deteriorating; that we are becoming intellectual pigmies. This may be traced to a false notion of dignity. Professional gentlemen, and those who are supposed to give tone to society, and lend importance to humanity, have been expected to appear, laced in the strait-jacket of majestic grandeur, with a lofty mien and stately tread, or lose their influence. The teacher who would so far forget himself as to condescend to mingle with his pupils in the sports of the yard or gymnasium, thereby giving countenance and encouragement to them, has been regarded as too boyish to perform the duties of his office; besides, a dignified reserve has been supposed to carry with it the idea of great wisdom. Athletic exercises impart a sociability and an interchange of mutual good feeling that should be cultivated. A visit to Dr. Lewis's gymnasium, recently established in Boston, for the instruction of teachers (both ladies and gentlemen) and others, has disclosed a series of exercises intended for school practice, that particularly commend themselves to favor. Some of them could be introduced into our schools with a very trifling expense, and their daily use would have a most salutary effect.

Chairman.—B. C. SARGEANT.

MEDFORD.

A child looks up to, respects and reverences first his parents, then, next, his teacher. Truth proceeding from either of these sources, sinks deeply into his mind and is not soon forgotten. The highest authority to which he appeals for the accuracy of any thing he says, is that his father or mother or teacher said so.

Our common schools are founded upon this idea of the paramount importance of education. The persons by whose influence they must mainly accomplish their object, are these two classes, parents and teachers. It is important that each of them should see and understand what schools are for, and what they are not for—what they will do, and what they will not do, and what duties each has to perform. Upon this subject we propose to offer a few practical suggestions, such as we think may increase the efficiency of our schools.

Parents should not expect too much of schools. They should not conclude that in sending their children to school, they have done all that fairly belongs to them; that their child is thereupon to become a well educated boy or girl; that it is the duty of teacher and school committee, and of them alone, to instil all that is desirable, and to weed out all that is hurtful.

There is a wide range of matters in which, from their very character, the influences that can be exercised upon children in school, is and must be far less powerful than the influences, more constant and more intimate, exercised at home.

The principal subjects upon which we are engaged in our common schools, relate to mental training and imparting of information. We try, besides, to give correct ideas of what is right and wrong, in morals as well as arithmetic, or reading or spelling. We try to make the pupils understand that it is wrong to lie or steal or swear; but our influence, in this most important branch of education, is comparatively limited. We cannot extend it much beyond the limits of the school-house or the space of school hours. It is easily taken away by bad influences or companions. We cannot hope to accomplish much good, unless we are assisted by strong and constant influence at home. We may punish a child at school for doing some wrong act, but we cannot follow him everywhere, we cannot know how or with whom he spends his time out of school, nor what habits he contracts, nor have we power to exercise any control in case we wished to, or thought it desirable. The habits and associations of a child out of school in great part fix his moral character. They are things that neither teacher nor committee can look after or regulate. Parents can and may do both. It is their duty; let them see it well performed.

In like manner, the bodily health of children, those habits of life which give to children health or sickness, vigor or weakness, are very little under the control of school discipline. We may teach children that candy is not good to eat in large quantities, but if they can get it ten times a day at home, our sound theory will hardly prevail over this very poor practice. Parents are and must be almost entirely responsible for the physical education of their children. Let them see to this duty most carefully, remembering the blessing and advantage of a sound, healthy, vigorous constitution.

But there are many points directly connected with the efficiency of our schools to carry out the objects proposed by them, in which parents have or may have great influence. Parents and teachers should understand that they are both engaged in a common work; that they can help each other in no small degree, if they will do so. We hope they will mutually recognize this idea and act upon it.

Parents may strengthen the influence of teachers in various ways. All parents must feel an interest in the progress of their children in school. They can do no better thing for the encouragement of both children and teacher, than to let the interest be known and felt. Let the pupil feel that his father and mother are really pleased by his punctuality and good scholarship, and you will give him the strongest motive for well doing, and at the same time encourage the efforts of the teacher, who finds himself receiving most valuable assistance. One way of manifesting interest, which we

believe to be always agreeable and stimulating both to pupils and teacher is the visiting of schools by parents. We recommend this to all persons whose convenience may permit it, believing that they will find it agreeable and useful both to themselves and their children.

Again, parents should show and feel proper respect for school and teacher. They should be careful of expressing unfavorable opinions of either in presence of their children. No child will respect a person or thing which he hears habitually spoken of with disrespect at home.

On the other hand, teachers should invite and encourage the co-operation of parents. They should show and feel a hearty interest in school and scholars. They should strive to win the love and confidence of both pupils and parents. If they observe children falling behind in any thing, let them at once call the attention of their parents to the subject and strive for their help in securing a reform. Let them keep parents informed of the progress and standing of their children. One of the most frequent sources of complaint by parents is that a child is degraded from his class to a lower without warning or notice to them. This we think should not take place.

Finally, both teachers and parents should try to trust and respect each other. Neither should be hasty in judging of or imputing bad motives of conduct to the other. Neither should consider the action of the other unreasonable or improper without full investigation. The statements of children are by no means reliable, either as to facts or words used, not because they are not honestly meant, but because they are usually colored by feeling. They must not, for this reason, be taken without some examination. Let parents and teachers alike be cautious in imbibing prejudices against each other.

Some misunderstandings do and will occasionally arise between parents and teachers. We hope they may be uncommon, but if they do come, we hope for reason and moderation from both parties. If any parent desires a free conversation with a teacher on the subject of any difference between them, we see no objection to it. We do, however, most decidedly think, for obvious reasons, that the school-house during school hours is neither a fit time nor place for such an interview. We are also disposed to advise the reference of such matters to some member of the committee as a mutual friend.

School Committee.—CHARLES BROOKS, C. S. JACOBS, T. S. HARLOW, A. N. COTTON, E. BOYNTON, Jr., GEORGE D. PORTER.

MELROSE.

We need no stronger proof of the high civilization and commanding intelligence of our ancient Commonwealth, than the condition of her public schools. Her patriotic legislators, understanding well the importance of

general intelligence to a stable and perpetuated government, have commanded those having the superintendence to make "a detailed report of the condition of the several public schools," within the limits of each and every town, "which shall contain such statements and suggestions in relation to the schools as the committee deem necessary or proper to promote the interests thereof."

Politically considered, the subject of universal education has never before presented, to the American people, reasons more strong in proof of its necessity to the well-being of the Republic. The scenes of infatuated and riotous rebellion which have transpired within a few months in a portion of the country, overawing the more considerate, and suppressing the free expression of conservative opinion, can only be acted where the masses are uneducated. It would require more than a mere apprehended contingency, to arouse the New England mind to such a frenzy of political madness. Educated mind must act from motives having their foundation in reason; uneducated mind acts from the impulse of passion. The one thinks and acts, the other acts and thinks afterward.

If we would preserve our children from becoming the dupes of unprincipled demagogues, and defeated politicians, we must prepare them, by education and thorough moral training, to detect their selfish schemes and raise their own hearts to the appreciation of those great principles on which the institutions of a great and free people rest. No generation has any right to transmit to their children a country less free, less prosperous and less happy, than when received from their fathers. To retrograde, in this age of Christian enterprise and human progress, is an unpardonable offence against the race. Whatever others may do, let it be the boast of Massachusetts that her sons and daughters have been educated to meet and sustain the responsibilities which an eventful age devolves upon them.

If there exists any important error in the education of the present day, it seems to be found in a lack of systematic, moral and Christian training. Except in collegiate and academical schools, we are not aware that moral science and the evidences of Christianity are ever required as an essential part of education. This department, as it respects the masses, is, by common consent, entrusted to the teaching of the pulpit. Sectarian jealousy should not exclude from the school-room the discussion of those topics, the principles of which enter into the creed of all Christian communities. It is believed that compendious treatises of the above named subjects might be prepared and introduced into our public schools with great benefit.

1. Because multitudes of the children of the Commonwealth seldom or never enter the places of public religious instruction, except for the gratification of a vain curiosity, and consequently never obtain just and comprehensive views of those great subjects whose principles underlay the entire structure of a Christian government. 2. Because principles thoroughly

studied and comprehended in youth, enter into the formation of the character and shape the future conduct of the individual vastly more than when neglected till maturer years, and to be learned, if learned at all, irregularly, and in connection with distracting influences. Such an exercise, weekly, would constitute an appropriate Monday morning recitation for an entire school, and afford profitable matter for recollection and reference in the discipline during the remainder of the week.

School Committee.—E. O. PHINNEY, ELBRIDGE GREEN, AARON GREEN.

NATICK.

In our experience in the superintendence of schools, we have often been painfully conscious of our utter inability to secure a good school, with even the very best teachers to aid us, unless we could rely on the aid and sympathy of the parents of the pupils. When the parents are dissatisfied, uneasy, or indifferent, the school never prospers. Those pupils who give trouble to the teachers, and to the committee, are almost always the children of parents who are either openly hostile to the teacher or entirely indifferent to the welfare of the school. This is the universal experience of all teachers and committees.

But parents are often careless and indifferent about the conduct of their children in school, and about their attendance upon school. They appear not to care whether they are in the school-room or in the street; they will allow them to be their own judges of this matter. Instances have come to our knowledge, where parents have furnished their children with a supply of written requests to be dismissed from school, and written excuses for absences, to be used by them at their discretion. Such a course is subversive of all proper government and oversight of the school. The object of such written excuses is to make it certain that no scholar is absent from the room in school hours, without the knowledge of the parent. That object is wholly defeated by such a course. We wish to impress it upon the people of this town that they can never have good and prosperous schools until they will take a personal interest in their welfare,—until they will, in a spirit of charity and kindness, co-operate with the teachers and committees in their efforts to promote the cause of public instruction. If they do not wish to have the large sums of money raised by taxation for the support of schools absolutely wasted, let them visit the schools, become acquainted with the teachers, and learn to feel an enlightened interest in the welfare of the young. We are glad to know that in all parts of the town there are some who feel a deep interest in our schools. Where such are most numerous the schools are most successful. We earnestly wish to see some measures adopted to increase the interest felt in the welfare of the youth in our schools.

During the past year we have taken particular pains to have reading and spelling carefully taught in all our schools. The multiplicity of studies pursued in our common schools has prevented due attention from being given to these fundamental branches of knowledge. They ought to receive the attention of children in their early years to the exclusion of other studies which require the exercise of the higher faculties of the reason.

Young children naturally exercise their powers of observation, and their memories are active and efficient. They can more easily learn the really difficult art of spelling when of tender age than ever afterwards. But, too often, before they are able readily to distinguish words, much less apprehend their meaning, they are pushed forward into arithmetic, geography, and sometimes into grammar and other studies. The efforts of little children to master things beyond their comprehension, accompanied by the perplexity caused by an imperfect knowledge of the words which they are obliged to learn at the same time, is very painful to witness.

The course too often pursued in our schools of hurrying pupils forward into other branches of study before they are familiar with the language, tends only to bewilder their intellects, and to prevent them from ever learning any thing well.

School Committee.—JOHN W. BACON, EDWIN C. MORSE, LOUIS E. PARTRIDGE.

NEWTON.

To secure the highest success of our system of education, a juster appreciation of the teacher's vocation is demanded, and also, of the relation he sustains to the community at large, and to the young in particular. Popular sentiment, indeed, has evidently improved in regard to it. For within the memory of some of the members of the Board, when a sterner, if not a better home-discipline obtained, the teacher was regarded as a kind of legalized scourge, vested with all the power without the controlling affection of the parent, to chastise by rod and ferule into subordination, the exuberant independence and dogged perversity of those committed to his iron rule. It was of such that Goldsmith sang, in an earlier age, when—

“—— the boding tremblers learned to trace
The day's disasters in his morning face.”

Under such circumstances it is obvious, that among the multifarious qualifications of the teacher, the paramount one must be a large physical development. This, indeed, was the fact—for a member of the committee well remembers that having, in his youth, applied for the privilege of “keeping” (a very significant term) a district school in a region of this Commonwealth which, from its proverbial insubordination, had received

the not very enviable appellation of "Satan's Kingdom," was respectfully refused the favor, on the ground, not of a lack of brains, but of an imperfect or small development of muscle. But this once popular requirement, fortunately, has generally been superseded; and while a proper regard to physical development in the teacher, as in all others, should be cherished, yet the chief demand now is for a well-formed and balanced manhood—a large and generous intellectual and moral culture—those acquisitions of mind and heart which can alone fit him to fill this highest sphere of duty, and enable him to mould into forms of strength and beauty the plastic natures of the young. This demand is recognized by the State, in the wise and liberal provisions it has made for the perfecting of the teacher, in its establishment of Normal Schools, and its appropriations in aid of Teachers' Institutes. And the committee are glad to know that our teachers, generally, aspiring to furnish themselves more thoroughly for their delicate and responsible work, eagerly avail themselves of these facilities; and even draw from their own pecuniary resources for the support of other agencies of their own creation, designed to dignify and give efficiency to a profession, which your committee have the most profound conviction is second, in importance, to no other that claims the consideration of human beings. And yet his calling is hardly recognized as one of the "learned professions." It has not, with other professions, received any marked and distinct titles of respect.

Yet among all the agencies which God has ordained to subserve the world's highest interests, there is no one more deserving of the title of teacher of divinity, or any other mark of honor and respect, which the community can confer, than the teacher of a common school, however humble his sphere of service, who brings to his work a mind enlarged by generous culture, a spirit of self-consecration, and a fixed purpose to form the materials submitted to his influence, to the highest type of manhood and womanhood;—who takes the child, before his spirit has become incrustated with worldliness, and brings out of his nature whatever of divinity God has put in it, and makes it a living and active force in the world. Such a teacher, (and there are some such,) from the relation he sustains to you and your children, from his office and influence, the power he exerts in forming the character of the present and coming generations, is richly entitled to your respect;—not that respect merely which admits him to social equality with yourselves, and a full enjoyment of all the amenities and courtesies of life,—but that respect which secures a hearty co-operation in his efforts to maintain a salutary discipline, to inspire his pupils with that self-respect and to form them to that grace of deportment, to that manliness and womanliness of bearing, which are not only becoming the school-room, but are pre-requisites to any worthy position they may desire to assume, in the ranks of cultivated society.

It is the lack of this intelligent, active co-operation, which the teacher finds one of the greatest hindrances to his success. He receives under his charge pupils whose propensities have been partially developed, and whose habits partially formed under the earlier discipline of the nursery. These, in so far as they are wrong, soon show themselves in active antagonism to established order, and close up, in a measure, those natural channels through which he aims to reach the minds and hearts of his pupils. It is for parents to remove these obstacles to the teacher's highest success.

The teacher, of common discernment, in scanning the elements of which his school is composed, very soon learns to eliminate from the mass those whom injudicious training at home, has fitted to be parties in this unnatural conflict. They assume, at once, an attitude of independence of salutary law. They evince a determination to have pretty much their own way. The gentlest reproof is received with indifference, or sullen doggedness, and is often followed by a hasty disconnection from the school. Or if they remain, they not unfrequently proceed to such persistent disregard of order, and often positive insolence, as to bring on the arbitration of force—which, without removing the sources of trouble, generally irritates the passions as well as the flesh—and the result is, that our independent young friends speedily graduate, without the completion of their studies; and leaving assurances that the presumption of the teacher would be called to a strict account elsewhere, they enter other relations of life, where their impatience of control will be a curse to themselves and their fellow men.

It must be obvious to every considerate mind, that such a condition of things, if allowed to exist in any school, will inevitably demoralize it, and defeat the very purpose of its creation. And the prevention, or complete remedy of this evil, having received its birth and nurture prior to the child's entrance upon his school life, lies beyond the reach of the committee or the teacher. It can be found only in a wise and steady domestic discipline; in a carefully watching over and giving a right direction to the first developments of the child's nature, and stamping indelibly upon his receptive faculties the sacred law of order and subordination. And the responsibility of this nurture rests on parents, with all the force of an organic law. The committee, however, will not trench further upon what may be deemed the peculiar province of the pulpit, in any array of argument to enforce this responsibility. They felt impelled to advert to an evil, which the representation of teachers, and their own observation, have convinced them is an obstacle to the best success of our schools. They could not have said less, consistently with their sense of fidelity to the great interest of which they have the oversight.

The most peculiar product of our New England is its system of education. It was not transplanted here, but is an outgrowth of the new form of society which the Fathers established. And if there be any thing in the

rich legacy which they left us worthy of conservation, it is the principles which underlie and give vitality to that system: Monarchy educates for the throne. New England Republicanism educates for the people themselves. Instead of making education a monopoly, it seeks its universal diffusion. It invokes all, the highest and the lowest in social position, to share its benefits. Nor does it, in thus extending its benefits to the individual, educate him with exclusive reference to his personal interest. The principle, on which is based the right of the community to tax all citizens for the education of all, pre-supposes that the children to be educated, belong to society, and are educated, not alone for their individual benefit, but for the general good. Indeed, through the operation of this principle, our system of education often receives a large portion of its pecuniary support from those who are childless, and who reap no other benefit than what naturally results from the wide diffusion of intelligence and a healthful moral tone in the community. It thus affords to all the means of a generous culture, giving them power to think clearly, to reason correctly, and to express themselves with precision, elegance, and force; all indispensable pre-requisites to the successful prosecution of the great purposes of life. It aims, indeed, to lead them to higher meditations. By its physical, mental, and moral culture, it not only enables the mind to see—

“How complicate, how wonderful is man,”

but leads it to the reverential contemplation—

“How passing wonder He, that made him such!”

A system of education thus designed, and thus operating for the mutual benefit of all, imposes upon all reciprocal obligations. Its beneficent influence in past generations was not exhausted by its diffusion. It has descended upon us with a cumulative force, binding us to preserve and impart what we have freely received. Indeed, the question—“Am I my brother’s keeper?” which, in a different social organization, was long ago propounded with such an air of irresponsibility, can justly, in our circumstances, receive no other than an affirmative answer. Our duty to the community in which we live, grows out of the relation in which it has stood to us. It has been our keeper—the keeper of our fortunes and our peace, of our minds and our hearts—and every service we can render back to it is but the demand of reciprocal justice. If we analyze our own characters; if we search into the origin of all that is within us of mental soundness and strength, and of moral power, how much of it must we not trace to the kindly care of individuals or society? The germs were indeed, native within us; but had it not been for genial influences from without, they would have remained in embryo, or blossomed only for early blighting. How much do we owe to public opinion and feeling, to the prevalence of social refinement,

and those communings and brotherly sympathies, which distil as the gentle dew, for whatever of principle we possess, and for whatever elevation of character we have attained? Yes, even for the security of our persons, and for the quiet, unmolested enjoyment of our worldly possessions—still more for the privilege of reposing when night has spread out her dark mantle, with a sense of security from the fiendish deeds of the burglar and midnight incendiary, we are indebted to the community in which we live—to its pervading and controlling sense of right and justice.

While our sense of right impels us thus to render back to the community the debt incurred, we can hardly fail to be moved by considerations of self-interest. For, if we act on society for its improvement and benefit, in the same proportion will society re-act upon us, in the faithful keeping of our interests, and helping onward of our progress. If, for instance, we contribute to secure universally the temperate indulgence of the natural appetites, we not only diminish the amount of vice and fraud, and thus lessen the perils that beset our own virtue, but we also diminish the demands of pauperism upon the contributions of our purses. Or, if by our efforts we disseminate in the community a healthful moral tone, a strict regard to right, and truth, and justice, a love of humanity, and a deep reverence of law, we can anticipate, with a more lively sense of security, the verdict of our peers, the impanelled jurors of our land, when called to pronounce upon those who have preyed upon the physical and moral health of the community. And although the present actors reap at once the benefit of their beneficent efforts, in the moral and intellectual forces which they create, yet by reaping they rather increase than exhaust the benefit. This spreads outward, in an ever-enlarging circle. They do more for their children than for themselves. In arming them with intellectual and moral force, they send forth with them as they enter upon the active scenes and often demoralizing competitions of life, an influence which like a guardian angel, will encompass their path, and keep them pure, and fit them for every holy purpose and every good work.

For the Committee.—WASHINGTON GILBERT.

READING.

The happy results of mental cultivation are everywhere seen. The facility of acquiring the conveniences and luxuries of life has increased with as rapid strides as men have advanced in knowledge. The invention of machinery, and the consequent abridgment of labor, especially that of females, have afforded abundant leisure to acquire those accomplishments which ought to embellish every member of society. An increased demand for the means of education has been liberally supplied by an intelligent community. The facilities for acquiring knowledge are so common and

so great, that, like other great and universal privileges, they are rarely sufficiently appreciated or improved. Public obligations and personal advantage, require that all should endeavor, that opportunities so bountifully furnished and universally enjoyed, should not be neglected or misimproved. Honest, capable, and faithful persons are required to fill various responsible stations in society; and, with the advantages now freely offered to every one, the supply should be abundant.

Who have a right to keep their children in ignorance, or suffer them to grow up in disobedience and insubordination, violating the laws of God and man? Whose children have a right, needlessly, to disturb or interrupt others in school, or deprive them, in any manner, of the privileges thereof? The united exertions and co-operation of scholars, parents, and teachers are requisite, to make the schools perfectly successful. Instructors more frequently fail in government than in any other duty devolving upon them. The support and encouragement of parents and guardians are indispensable. If children are encouraged in disorder, or the teacher criminated for judicious requirements or salutary restraints, the discipline of the school will be essentially weakened, many of the pupils injured, others defrauded of their dearest rights and most valuable franchises, and the public deprived of a good school and the useful services of an excellent instructor. If abuses exist, the proper remedy is a private interview with the teacher, or school committee who are employed to remedy all improprieties in the conduct of instructors, or in the general management of the schools. During the past year, parents have, generally, nobly sustained their teachers; and consequently, scarcely a complaint of severe punishment has been made.

When we compare the privileges of the present day, in this Commonwealth, with those enjoyed in former times and in other places; when we consider the efforts of distinguished men, in all ages of the world, and frequently in the most discouraging circumstances, to acquire knowledge; when we contemplate the inventions connected with the mechanic arts, which seem to endow inert matter with life and reason, the mysterious wonders of nature, and phenomena, magnitudes and revolutions of the celestial spheres, so admirably adapted to enlarge our conceptions of the Creator of all, we are astonished at the indifference with which they are regarded by many. We should suppose that every intelligent youth would be inspired with ardor to investigate the reasons and understand the principles which govern the material universe, and learn the process by which the puny intellect of a child gradually approximates to that of an angel, and that every one would eagerly attend those store-houses of knowledge, which offer such treasures of wisdom equally to all.

School Committee.—JOHN BATCHELDER, HORATIO N. CATE, JOHN H. BANCROFT.

SHERBORN.

We would like to see some plan devised by which we might secure a constant attendance from every scholar. On the register for the past year one hundred and twenty-four have been recorded as present every day, while four hundred and eighty-nine have been absent more or less. If we trace the cause of these absences, nine-tenths of them are found unnecessary, originating in the whim or caprice of the child or truancy and indifference to his studies. If it is the business of the child to acquire an education, it is manifestly his duty to be in his place of business—duty to himself requires it, duty to his class requires it. The injury to a school, a class, by the frequent or occasional absences of its members, has been discussed heretofore, and we propose not to repeat the discussion. We deem that ordinarily sickness only should excuse the absence of any member of the school; perhaps it would be well to appropriate a bounty of some ten or twenty dollars to the district that will show the greatest percentage of attendance the coming year, the money to be expended in continuing their term of school. One of our teachers has the following in his register upon this subject: "Owing to absences and failing to come when school commenced, one-seventh of my time has been thrown away. Then if you take into account the fact that scholars who are frequently absent do not learn as well even when they are there, the proportion becomes at least one-fifth. Parents are not aware of this."

School Committee.—EDMUND DOWSE, THEODORE H. DORR, WILLIAM W. LELAND.

SOMERVILLE.

The duty of parents having children in the schools is a common-place theme; yet the theme involves practical points of such vital importance that it cannot be too persistently urged upon the attention of those interested. The most common and perplexing difficulties are those which spring up between teachers and parents. It is certain that none impose such unpleasant responsibilities upon the committee. It is believed that if parents took pains in every case to get a full knowledge of the facts, they would generally be less disposed to complain; for it rarely happens that a teacher does a pupil great injustice except under very strong provocation. It is true that no provocation whatever can excuse a teacher in doing a pupil wrong; but reasonable parents will be slow to censure a teacher harshly for even a wrong which they themselves, under similar provocation, would have been tempted to commit. It ought also to be seen that the virtues demanded of teachers are about as difficult as fallible human nature can hope to equal. To manage cases of insubordination which sorely try the temper, without losing command of the temper; to endure any amount

of provocation, and yet never permit a pupil to perceive that the spirit is in the smallest degree ruffled—this is a degree of self-control which a teacher must have, else his or her influence over the pupils is seriously impaired. Certainly the justice which must censure any lack of this virtue may reasonably be tempered with mercy.

Parents who wish the school well will never permit, on the part of their children, any unnecessary tardiness or irregularity in attendance. The indulgence which permits pupils to attend the schools when they will and at what hour of the session they will, can hardly be censured in terms too strong. If the wrong done were confined to the tardy or the absent pupils, the right to complain, on the part of teachers, would be less ; but the injury is felt by the whole school. The order, the classification, the progress of the school in every respect, are seriously affected. Let any person enter a school at the time it opens, and, remaining a half-hour, see the teacher's desk literally covered with small slips of paper excusing the generally unnecessary tardiness or absence of pupils, and he will sensibly feel the confusion that inevitably accompanies the practice. It is to be regretted that this evil abounds to a fearful extent in our town.

The cheerfulness and efficiency of teachers would be greatly promoted were parents to visit the schools more frequently. An encouraging word of approbation, where approbation is deserved—evincing an appreciation of the toils of the school-room—would cost but little ; yet it would be most highly valued by the pains-taking instructor of the children. Let parents give some unequivocal evidence that they themselves are interested in the progress of the schools, and the good effect will be speedy and palpable. Parents may have reason to complain of teachers and committees ; but have not teachers and committees, in this town at least, equal reason to complain of parents ? Save on days of exhibition, how many parents have entered a school-room in school hours the past year ?

School Committee.—GEORGE O. BRASTOW, JOHN G. HALL, JOSEPH E. HOWARD, AARON SARGENT, CHARLES S. LINCOLN, JOHN P. MARSHALL, GEORGE D. CLARK, CYRUS F. CROSBY, GEORGE H. EMERSON.

WINCHESTER.

We cannot close this report without referring again to the subject alluded to in our last annual report, but which we had not then time nor space to discuss at length : *the importance of a more thorough training in the elementary branches*. By these we mean what have been facetiously designated as “the three R's”—“Reading, 'Riting, and 'Rithmetic,” adding to the list, perhaps, English Grammar and Geography. It is astonishing to find how little scholars really know, after having been for years in the public schools. Parents overestimate the attainments of their children.

The promising boy, who glories in having been twice or thrice through the arithmetic, cannot tell, it may be, how many feet there are in a given pile of wood, or how to compute the interest on a note. It is one thing to *know*, and another thing to *apply* our knowledge. It is one thing to work by *rules*, and another and very different thing to work from the *understanding of principles*. And here is the great deficiency. Children are, as it were, taken up and *carried* over the elementary branches. They are not taught to *think*, to *reason* and *compare*, only to remember. They do not get hold of first principles; are not called upon to exercise, and so to develop, their own minds. They are not "*drawn out*," which is the true meaning of the word educate. The result is, when any practical test is applied to them, such as an honest and thorough examination, they almost invariably fail.

The evil in question is not confined to Winchester. It is wide-spread. It extends all over New England, the birthplace of free schools. Children are not started right. They are suffered to advance, if not actually *pushed* on, too rapidly. The lessons they are taught should be repeated by them over and over again. Let them master the elements. Life is long enough to get a knowledge of all that is worth knowing. There is no need of haste. If a child can read at eight years of age, and say the multiplication table at ten, it is early enough. And yet we have scholars who apply for admission to our High School at this tender age. The writer of this has sometimes wished it had been his lot in life to teach a Primary School. In one view, it is the most important station a person could be called to fill. We were struck in reading not long since the life of the late Chief Justice Parsons, with a passage in which this idea is most clearly brought out and beautifully expressed. "The earliest years of a man's life," he says, "color, if they do not determine, his whole career and his eternal destiny. And the character and fate of a nation depend upon the education of its children. We are so much nearer to a recognition of this truth, both in theory and in practice, than any other nation ever was or now is, that possibly some future generation may entrust the care of its children to its best and wisest men; and its most learned men may think they put on the crown of their scholarship when they give to childhood the choicest fruit of all their genius and all their labor."

And certainly it would be "a crown of glory that fadeth not away," to train even one young immortal for the skies. We say, then, to parents, watch "the beginnings." See that your children set out right in the endless career of knowledge. Do not hurry them. It was the tortoise, and not the hare, that won the race in the fable. "*Festina lente*"—make haste slowly—is a good maxim, more especially in Primary School education. Be patient. Do not expect or wish your children to be prodigies of learning in their infancy. "Art is long." Flowers that are forced into bloom

soon wither. Give the young a fair start into life *physically*. Let them have sound bodies in which their sound minds may dwell. Then will the rising generation far excel, not in constitutional vigor simply, but in intellectual attainment, any that have gone before, and the glory of our land will be preserved and perpetuated in all coming time.

School Committee.—R. T. ROBINSON, S. T. SANBORN, A. B. COFFIN, JAMES RUSSELL, CHARLES GODDARD, E. A. WADLEIGH.

WOBURN.

We have so fully discussed the various interests of our different grades of schools under their respective heads, that but little need be said here on the subject of instruction. It should be borne in mind that it is but a small part of a teacher's duty to make the children good readers and spellers, mathematicians and geographers. Education is training all the powers of the child. It is forming character. In all our schools inspiration is more important than instruction. Enthusiasm is the best part of education. An unquenchable thirst for knowledge is the great result of all teaching. To drill and drudge and fret is not the end of education, or the way to it. The ardor of the teacher must kindle the desire of the scholar. It is but a sad result of schooling, that as soon as school days are past, books are hustled aside as hateful, and the mind is abandoned to the last story or coming novel. Science should be so taught that a love of it will ensure its future pursuit; then, when school days are over, the studies of those days will be loved and continued with the keener zest of more mature powers. The amount of positive knowledge attained in school is but trifling, and were it not for the impulse and direction which schooling gives to future life, it would hardly be worth the expense and trouble of support. To fail in inspiring a love of knowledge is to fail entirely. To this test let all teachers and all committees bring their labors.

The experiment of graduating teachers' wages according to their experience in teaching has been satisfactory. The employment of so many beginners the last year accounts for the diminution of teachers' wages. No change has been made in the wages of experienced teachers for the last two or three years. The applications for schools are far more numerous than the vacancies in them, so that it is impossible for all the young ladies who seek for situations to obtain them, and we counsel them to be prepared for disappointment.

The subject of truancy is a very important one, and every good citizen should give it his attention. We are not ready to recommend to the town the choice of truant officers, and yet we are confident that there is a large amount of unnecessary absence from our schools. In many towns the

school committee have made very stringent rules respecting attendance, but we shrink from any such severity for the present. Another year's experience may enable us judge more wisely what measures, if any, should be taken to induce more regular and punctual attendance upon the schools by a class of children who infest the streets as much to their own peril as to the annoyance of the citizens.

We cannot conclude our report without congratulating our fellow citizens upon the success of the schools generally the past year, and the improvements which have been made in the accommodation of the scholars. The practical education of the rising generation is the only insurance that we have of the security and continuance of our civil institutions. The present peril which hazards the unity of the nation arises from the ignorance of large masses of the people, and the institutions and laws designed to keep them in ignorance. Freedom and intelligence, moral and intellectual, are cause and effect, foundation and superstructure. The temple of freedom, no more than the temple of righteousness, can stand on the "hay, wood and stubble" of darkened minds. The dagger of Brutus in the heart of Cæsar was not more certainly the cause of his death than the denial of knowledge to the people is the death of a republic. Would you save your town from debasement, your State from corruption, your country from ruin, educate, with all the thoroughness which the interests at stake demand, both the mind and the hearts of the children in the schools. Cherish these institutions as the bride does her jewels. Honor the teachers in them as most worthy of your encouragement and respect. Then, whatever madness may seize, or judgment visit, other portions of the nation where knowledge is sealed up, and law forbids instruction, the warm sunshine of a favoring Providence will make our fields fruitful and fragrant, intelligence and virtue will make our homes happy and secure, and our beloved Commonwealth a name and a praise in the earth.

School Committee.—RUFUS P. STEBBINS, DANIEL MARCH, B. F. BRONSON.

W O R C E S T E R C O U N T Y .

ATHOL.

We have altogether too many districts for a town no larger than Athol. It would be convenient in many respects to have a school-house and a school within a short distance of every family; but such a system, we all know, would be practically ruinous. Besides, it is not such an evil to live a mile and a half, or two miles from a school-house as many suppose. The

best scholars often go this distance ; and in the parts of the town where the population is sparse there is no other way to obtain a school of sufficient size to have it efficient.

Under the present system, the only way in which sufficient scholars can be obtained in some of our districts to have a respectable school is, to hold the session of the school in one of the districts, when there are no schools in operation in the districts adjoining. And it ought to be remarked that the scholars do not find the distance an insurmountable obstacle in passing from district to district under the present arrangement.

Attendance.—As was remarked in the last report, a decided improvement has been witnessed in most of our schools in relation to this matter. We have many scholars that are never absent a single day from school and are never tardy ; and it gives us pleasure to say that from the Annual Report of the Board of Education, distributed by the State one year ago, it appears that Athol was the sixth town in the State and the third in the county with respect to attendance. In Worcester County, Barre and Shrewsbury were a little before us, but it is presumed that in the report about to be issued, our rank will be somewhat higher. All this is gratifying ; but the committee feel that a still greater improvement is possible and very desirable. Parents ought to be aware that the loss is great when a child is absent a single day. Everywhere and always, the best scholars are most regular and punctual in their attendance. We regret to say that there are a few parents in Athol who do not send their children to school at all, under the plea that the morals of their children will suffer if they permit them to associate with the children of their neighbors. That there is any ground for this plea in the cases alluded to, we do not believe ; nor do we believe that such parents comply with the spirit or even with the letter of the statute in relation to this subject, for we suppose that the instruction given at home, in such cases, amounts to little or nothing beyond an attempt to evade the law. What ought to be done in the cases alluded to, we cannot determine, but we are grieved to know that any parents among us are so unwise as to deny their children the blessings of a good education in our public schools.

School Committee—J. F. NORTON, L. W. HAPGOOD, F. F. FAY.

AUBURN.

It has been too much the fashion of late years for pupils to consider themselves "too old" to attend our public schools after attaining to the age of fifteen or sixteen years. Your committee have encouraged pupils to continue their connection with the public schools as long as they should enjoy the privilege ; and are gratified to be able to report that a considerably

larger number of advanced scholars have been in attendance the past year than for several years previous.

Besides the advantage to themselves, the benefit of their attendance is not inconsiderable to the younger members of the school. Young pupils learn much from hearing the recitations of the older scholars, and thus are much better prepared to pursue the branches which are above their present studies than are those pupils who have attended only graded schools. Hence it is, that so far as we have been able to obtain information, children who have been regular attendants in country schools for only five, or six, or even for four months in a year, are in better condition as it regards their education, on leaving the public schools, than are those in cities who have attended only graded schools, which are kept nearly the whole year.

School Committee.—JOHN MELLISH, DANIEL T. EATON.

BARRE.

The District System.—It may seem ungracious in your committee to suggest the agitation of a subject which has created so much excitement in some parts of our State during the last two years. If the voters of the town were to visit the schools in each of the seventeen districts, as the law requires the superintending committee to do, it is believed that they would agree with the opinion that something should be done at once to remedy the radical defects of the plan.

It is not for your committee to say whether that remedy would be best found in the abolition of the district system, as recommended by Mr. Boutwell and the Board of Education—by a new districting of the town—or by the establishment of some new basis whereby to divide the school money more equitably among the districts.

Certainly some method should speedily be adopted by which the town may be relieved from the injustice which forgets that the theory of the educational system of Massachusetts gives to each child within her borders, the same free bounty of public instruction, while in practice, and in actual operation, it scatters that bounty with partial and most unequal hands.

In coming to speak more particularly of the educational departments of the public schools, your committee are gratified to report, in many respects, a very marked advancement.

Spelling.—Your committee would recommend to all the schools increased attention to spelling, and its cognate branch, etymology. The number of really good spellers among our scholars is small, in comparison with those who excel in other and not more important departments.

It is true that many educated men may be pointed out as instances that bad spelling is, after all, not a complete hindrance to good scholarship and sound learning, and that etymology is of the minutiae of education. It is

equally true that inaccuracy or carelessness in lesser things is likely to induce imperfection in higher and more important matters.

A scholar who forms at the outset, habits of correct orthography, very rarely lapses into mistakes or blunders afterwards, and on the converse, errors in this respect are the least likely to be amended in riper years.

Chairman.—SAMUEL F. WOODS.

BERLIN.

The school committee would feel that they were ungrateful as citizens, should they fail to mention and record the most praiseworthy generosity of Miss Nancy Young, whose late benefaction has now become available to the town. An individual in retired life, frugal in her habits, her heart was moved to the noble bequest of fifteen hundred dollars to the town of Berlin, in behalf of Common School education.

It is a pleasure to your committee to trace a connection between this praiseworthy benefaction and the recently revived interest in education among us. It is not unreasonable to suppose that some other worthy object would sooner have gained the interest of Miss Young than the cause of our schools as the matter stood with us several years ago. Providence favors those who help themselves. No doubt the generous feelings of the liberal giver were excited to sympathy with us in the burden we assumed in erecting new school-houses throughout the town. Her generosity covers the entire expense of one of them. Rather, what is better, whilst we retain this obligation, she has secured to us that sum as a perpetual source of aid to the town.

School Committee.—W. A. HOUGHTON, WILLIAM BASSETT, E. C. SHATTUCK.

BLACKSTONE.

In carrying out the second object of this report, we proceed to make such suggestions for the consideration of the inhabitants of the town as will have a tendency to improve the schools and augment the intelligence and abilities of the people.

In the first place, every voter should discharge his own duties faithfully and conscientiously. As a townsman, every voter is, in some degree, responsible for the success or failure of the school system in every part of the town. He should do all he can to ensure its success in his own district, looking beyond its limits, and laying aside all selfishness—should zealously co-operate with his fellow citizens in other districts for the good of the whole. It is a low and miserable ambition which prompts a man to better the condi-

tion of his own immediate neighborhood, while he opposes all improvements elsewhere.

School districts, if sustained at all, should be so constructed as best to promote good schools and the highest degree of education of all the children. There is probably not another town in the State of Massachusetts, perhaps not in New England, which contains within its limits so many little, miserable, unprofitable, unnecessary school districts. That the schools are small, every-body knows, and the registers show that the average attendance ranges all the way from six scholars to twenty. That they are unprofitable in a pecuniary sense no one will deny, for those in which the average attendance is from six to ten scholars, cost as much, or more, than some in which the average is from seventy to ninety; that they are unnecessary is abundantly proved by the past—that for twenty years children in different parts of the town have been in the practice of going from one district to another to school. And this practice has become so common of late years as almost to amount to a nuisance. Indeed, there have been repeated instances where children have passed through an adjoining district to attend school in a third. This is proof positive of what every-body knows to be true without such proof, viz., that there is no necessity for these small districts on account of the distance of travel. If one-half of the children in these districts should attend school in an adjoining district they would be absolutely benefited by the exercise, and would improve in physical and mental vigor in consequence of it.

That the pupils in our small schools are generally much inferior in scholarship to those of the same age in our large districts, is the opinion of all who are familiar with both classes of schools, and has been attested by almost or quite every committee and every annual report since the town was incorporated. Those who think differently do not visit both kinds of schools, if they do either.

We ask for our district system the serious consideration of our fellow-townsmen, because it is a subject which is fraught with evils, and in which every voter in town has an interest and a responsibility. The present school districts were established by the votes of the inhabitants, and it depends on their votes whether they shall be perpetuated with all their waste and folly. Let us travel in the path of true economy.

We shall continue to employ competent teachers, and we shall have to pay them fair wages. Let us place forty or fifty pupils under their care, instead of a dozen or fifteen, and we shall get a great deal more value for our money, and save a large part of it besides. It is not necessary to name the epithet which we should apply to a man who should hire six men at full wages to do a piece of work which two of them could perform better in the same time. Yet we are all guilty of the same kind of folly.

The foregoing remarks are addressed to all the legal voters in town, as having a common responsibility and a common duty to discharge. No one can neglect it and be guiltless.

School Committee.—M. D. SOUTHWICK, H. C. KIMBALL, JOSEPH G. RAY.

BOYLSTON.

Your committee recommended and extended an invitation to the teachers of the different schools, to meet them with their higher classes in reading, the Town Hall, once a fortnight during the continuance of the winter term, to read and spell from their text-books, also, to read original compositions and declaim. This invitation was responded to by all the teachers and by the scholars generally. These meetings were very profitable to all; good feelings existed through the whole term, each school trying to appear as well as it could; good manners were observed; deportment to and from as well as in the hall was understood to be considered in the result. Each school appeared to understand what was required. The order was exceedingly good in all the schools.

School Committee.—GEORGE A. COTTING, ALBERT W. ANDREWS, WILLIAM H. PERRY.

BROOKFIELD.

It is with pleasure we notice that the school-registers of the different districts show an unusual number of visitors during the winter term. This is as it should be. It shows to the scholars (who are very discriminating in these matters) that their parents have an interest in their future welfare and prosperity, and which can be illustrated to them in no better way than by frequently visiting the school. It accustoms scholars to give their recitations before others than those that belong to the schools, thereby overcoming, in a measure, that diffidence and embarrassment they many times seem to labor under during an examination, or on any similar occasion. The expression is too often heard from parents, whose children have finished their common school education, "Well, I have no particular interest in the schools; I have no scholars to send now." Yet they willingly or unwillingly submit to be taxed heavily for the support of these same schools in which they say they have but little interest. We contend that all have or should have a deep interest in the prosperity of our public schools. If a man hires another to do a certain amount of labor for a specified sum; if that man was heedless and indifferent as to the manner in which that labor was performed, all would be ready to say that such an individual was not competent to manage his own business, and would never prosper in any thing which he might undertake. The same rule holds good in relation to

our public schools. If those who pay the money take no interest in the manner in which their appropriations are expended, it cannot be expected otherwise than that those who teach only for the pay they are to receive, will so manage as to get through the term with as little labor for themselves as possible. Taking this view of the case, it is highly important that parents and others should see and know that for the amount they pay, they receive an equivalent from the teacher in proper and profitable instruction to the pupils which they place under his or her charge. Now, in order that the school money may be expended so as to derive the greatest benefits, each district should see that the proper person is selected for their prudential committee, as much depends on him. If he is indifferent whom he hires to teach, and hires the first candidate because he is the first that presents himself without taking any pains to ascertain that the candidate has any qualification to teach, it is more than an even chance that such a committee will oblige the district to pay their money away without receiving any benefit from it whatever.

Let such, and only such, be selected as manage their own affairs with care and shrewdness, and the affairs of their district so far as their duties are concerned will be done for the best interests of the district.

School Committee.—A. H. MOULTON, O. C. FELTON, H. L. MELLEN.

CHARLTON.

Experience suggests that it is necessary that parents co-operate with, and exercise an influence in favor of teachers, in order to enable them to succeed. With teachers of the highest qualifications schools will not be successful, unless parents exercise a proper influence over their children,—such an influence as will render them respectful and obedient to teachers, and willing to improve and profit by their instruction. Children under no proper influence, and no restraint at home, will not be easily managed and obedient scholars at school.

Parents should visit schools, not merely at examinations, but at other times. Such visits would be beneficial to teachers and scholars, and to parents also. Teachers would be stimulated to increased efforts in the instruction and management of the scholars under their care, and the result would be, more thoroughness in instruction and better discipline, secured with more prudence and care. Scholars would be more careful in their deportment, more ambitious to excel in their studies, and less likely to find fault with and misrepresent the doings of their teachers. Parents would feel an increased interest in the success of schools, and in the improvement and proper deportment of their children, would be less likely to believe false or exaggerated reports of teachers and their management, and would gain a

knowledge of schools, and what they should be, of substantial value, especially in a town like this, where a strong attachment to the "District System" exists, where school districts are regarded as "Little Democracies" where the will of the majority should of right prevail, not only in the selection of teachers but in all other matters.

It sometimes happens that teachers of good qualifications, and a willingness to work to the extent of their abilities, meet at the commencement an unreasonable prejudice, or perhaps in their management or methods of instruction they are different from some excellent teacher who has before been in the same school. Some of the district predict that the school is to be a failure, and do not mean to be disappointed. The teacher works hard to maintain order and to make the school useful and pleasant. Dissatisfied persons work equally hard in opposition, determined to prove the truth of their predictions, and they are sure to succeed in making an expenditure of money for a school for their own especial benefit a useless appropriation. On the other hand, teachers of no better qualifications may go into the same schools under different and more favorable circumstances, perhaps with the reputation of previous success, and meet an entirely different state of things; their whole doings are approved in advance. The children understand from the feelings at home, and the manner in which the teachers are spoken of, that insubordination and idleness at school are not to be tolerated, and success is a matter of course.

The preferences of districts should be consulted in the selection of teachers, but from the limited number of competent teachers willing to engage in our short, small schools, it is not possible always to make such selections as will be satisfactory to all, but self-interest, if no higher motive, should induce every one, whether teachers are the ones they prefer or not, to aid and sustain them as far as possible, and thus secure to the fullest extent the benefit of their services. If the course of teachers is disapproved of in any way, it is better to speak with them privately in relation to the matter. Teachers are generally disposed to profit by any reasonable suggestions, and to regard advice favorably if given in a proper way.

School Committee.—RUFUS B. DODGE, LUCIUS HOLMES, WILLARD C. GEORGE.

DANA.

There are a few scholars in town who appear to have scarcely attended school at all the past winter. It has been intimated that in some few cases scholars have been kept from school during nearly an entire term solely for the sake of their services at home. The committee are loath to believe that this has been practiced except in cases of extreme necessity, which are not likely to be of frequent occurrence or of long duration.

Can any parent be governed by so low and unworthy a motive as to place the trifling earnings of his child of tender years in the scale against the proper development of his mental and moral powers? Can he be so deaf to the calls of humanity and patriotism—so regardless or mistaken as to the real interests of his offspring, as to shut out from them the only means they can enjoy of acquiring that intelligence and discipline which are necessary to arm them for the conflicts of life, and close forever against them the avenues to positions of influence and usefulness in their generation?

What would be thought of the economy of the husbandman, who in seed-time should withhold the seed from the prepared and productive ground, from motives of gain, and pocket the money he might receive for the wheat he should have sown—leaving his soil fallow or to be exhausted by weeds and tares? Could the farmer expect to prosper by appropriating to his immediate use the good grain and planting the blasted and worthless—mixed, it may be, with the seeds of vicious and exhaustive weeds? Still, to keep our children from the opportunities of education, merely for the profit to be derived from their labor, is more unwise and suicidal. That fountain from which a perpetual stream is flowing into society, entering into its composition, and upon which the character of every generation must depend, should be kept from stagnancy or pollution.

The legislature has wisely placed hedges about the rights of the children of the Commonwealth, which cannot be broken down by superstition, bigotry or avarice, while the citizens of each community do their duty. Reason suggests, and all experience proves, that this policy is not only wise but necessary to preserve society from annihilation or degeneracy. Our laws do not allow manufacturing corporations so to employ children as to deprive them of ample advantages of the common school. They also make it the duty of parents, and those having children under their charge, to furnish them with these facilities, and the officers of the towns are required to see the laws enforced in this respect.

School Committee.—JOHN KEEP, T. W. JOHNSON, N. L. JOHNSON.

DOUGLAS.

We think our schools as a whole, have never been more successful than during the past year. There has been an increasing interest manifested on the part of parents, and a desire to obtain a higher standard of excellence in regard to the scholarship of our public schools. In order to accomplish this object we intend to require a higher standard of qualification of those who present themselves for instructors of our children. We ask the co-operation of parents, and especially of prudential committees, in order that we may attain this object.

The sum of money appropriated by the town for schooling is not sufficient to meet the wants and requirements of our children. Let us not be niggardly in our appropriations for the educational interests of our children.

We would call your attention to the fact that it is illegal to appropriate the money raised for schooling purposes to the repair of school-houses, or the furnishing of stoves or fixtures for the school-room. We hope the money appropriated by the town for schooling purposes, will be guarded by some "Argus-eyed philanthropist," in each of our school districts, from any such petty abstractions.

School Committee.—A. F. BROWN, J. H. DUDLEY, A. M. HILL.

FITCHBURG.

The year has been a memorable one in the history of our schools, from the fact that *six* schools have been transferred to new buildings erected for that purpose ; and the schools thus provided for, have shown a very decided improvement in all the characteristics of good schools. Greater zeal for study, greater regard for punctuality, and an improved deportment have resulted from the improved school-houses. We congratulate the town that for the first time in many years we have reached a point at which we are free from any pressing necessity for new school-houses. We do not see that any large expenditure for this purpose can be required of the town for some years to come.

During the winter term a male teacher was employed in the Intermediate School on West Street, according to the suggestions of the last year's report, and for the reasons there stated. We think that a slight change in this arrangement will be necessary another year. Many boys attend school in the winter only, and most of those are not prepared to join any of the classes in the Grammar Schools with advantage either to themselves or to the schools. If they can be put into a school kept expressly for their advantage, not only will they derive more profit than by joining classes for which they are not qualified, but the Grammar Schools can be kept respectably full during the year, instead of many seats being left vacant through the summer, that they may be occupied by such scholars in the winter. This additional school ought not to displace an Intermediate School, but be separate, and allow all the others to go on as usual.

School Committee.—KENDALL BROOKS, WILLIAM G. WYMAN, WILLIAM P. TILDEN.

GARDNER.

There were in our summer schools thirty-two children under the age of five years. Eighteen of these were in one school. If any of the "little

ones" were sent to school in order to have them "out of the way," we think it is an unfortunate circumstance that in any family children should have multiplied beyond the parental capabilities of care. If they are sent to make "forward" scholars of them, we think their parents make a mistake in sending them at this early age. They are too young to attend regularly, and hence, with their first school going, begin to form habits of irregularity. If they "take to their books," there is great danger that their infant minds may be seriously injured by too early and close application. Better give their earlier years to the development of their physical powers, and we believe they will learn more rapidly and become better scholars for not having their minds too early brought in contact with books. Children are not recognized as scholars until they arrive at the age of five years, and we do not think that either they or the schools are benefited by their attendance under the age prescribed by legal enactments.

The great end of both institutions, the family and the school, is one and the same—the intellectual and moral training of youth. They are, and should feel that they are, co-workers in a common cause. Success cannot attend the efforts of a teacher where there are clashing views and feelings on the part of parents, and an interference with, or an influence exerted by them, against his plans or measures. Parents can and should co-operate with the teacher by securing regular and punctual attendance on the part of their children. Let not a too great fondness, or a too great carefulness of your children, lead you to consent to their absence from school to shield them from heat or cold, or from real or imaginary tasks imposed upon them in the school-room. Let not your exactions of labor from them in the shop, on the farm, or in doing "chores," prevent their regular and punctual attendance at school, and deprive them of a good more valuable than their services can possibly be to you.

Parents can very much aid in the government of the school, but perhaps in no other way better than by thoroughly and efficiently governing their children at home. Uncontrolled elements in the family are usually uncontrollable elements in the school. Tolerated disregard of parental authority encourages defiance of the teacher's authority. Recognized authority and respectful obedience in school are as important and necessary as study and instruction. Let parents teach their children to pay due respect to the teacher, and render cheerful obedience to his established rules and regulations. Let them be very careful how they speak disparagingly of the teacher, or censure his measures, in the hearing of their children; and in cases of discipline, let not parental fondness for your children lead you to take it for granted that they have been abused, and the teacher is wrong and must be censured. Let the presumption be in the teacher's favor until it is proved otherwise. If all parents would take this course they would

very much lighten the labors of the teacher in the government of the school.

We think the interests of our schools would be promoted by the more frequent visits of parents to them. Let not your visits be confined to the examination days; go in frequently and witness the every-day exercises of the school, and see for yourselves what is done there. See if your children are as regular and punctual in their attendance as you had reason to suppose they were; ascertain their progress and standing in the school; see if they make perfect recitations or failures. Interest yourself in their studies, and aid and encourage them in them. In this way you may do very much to facilitate the work of the teacher and promote the prosperity of our schools. You do not employ men to do other kinds of work for you without at least occasionally being at the trouble to see how they are doing it. Why, then, should you employ teachers in the infinitely greater work of instructing and training your children without going near or looking after them at all?

School Committee.—J. M. MOORE, C. K. WOOD, C. WEBSTER BUSH.

HARDWICK.

The committee would direct the minds of teachers and others, to the importance of bestowing greater attention upon the cultivation of the perceptive faculties of the children and youth in our schools. This is most effectually accomplished by giving them ocular illustrations of the subjects presented to their minds. For instance, when speaking to them of the properties of a cone, a sphere or parallelogram, show them the figure itself, or a picture of it, on the black-board. They will have a much more correct and vivid idea of the figure. Teachers should, as far as possible, give such illustrations to their pupils of the subjects they study. Their instructions will be better understood, awaken a deeper interest in the minds of their pupils, and be much longer remembered by them. It is very unreasonable to expect a child to feel an interest in, or long remember, what he cannot understand. The reason they are so highly pleased in seeing the objects, or the picture of them, about which they study, is this, they obtain a more clear and vivid idea of them. Teachers will find their pupils delighted with such illustrations. More or less time in school may be very profitably employed in the study of some portions of natural history, in which illustrations of this kind may be given. These will be the beneficial results:—It will awaken a lively interest in seeking information, cultivate the perceptive faculties of the pupils, afford them a large amount of very useful knowledge, and train them to the habit of accurate observation. Who can estimate the value of this habit of close and systematic observation? The

impression made on the mind through the eye, is deeper and more vivid than that through the ear. This would also greatly enliven the dull routine of daily study. Teachers would be amply repaid for all their labor and trouble in this respect, by the interest and progress of their pupils in study.

The committee would dwell a moment upon the importance of Primary Schools. When children are in the Primary School, is the time when the deepest impressions are made upon their minds. Their case then demands the best quality of instruction. Their studies should be made as interesting and attractive as possible. It is necessary to amuse them to a greater or less extent, in order to secure their attention and awaken an interest in their studies. It will be necessary to give variety to the exercises of the school-room, and in this way enliven the daily dull routine of study. Teachers of such schools should have a good knowledge of human nature, and a large stock of patience, and a kind and gentle manner. The mind is to be led, in this period of life, to right subjects of thought, and the heart to the exercise of right affections. To give a right direction to the child's mind, heart, and course of life, is of the very highest importance, as it stands so closely related to its future destiny.

None but gentle and skilful hands should deal with such young and tender minds. The tender germ is brought forth in vernal sunshine. The chilling atmosphere is unfavorable to its growth and future development. Let these young and tender flowers in our moral gardens, the Primary School, receive the utmost attention, anxious care, the best culture and the sunshine of kindness and love, that they may bud, bloom and mature in circumstances the most favorable to their future destiny.

School Committee.—MARTYN TUPPER, SAMUEL S. DENNIS, BENJAMIN F. PAIGE.

HARVARD.

Our schools are better than they were thirty years ago, but they are not what they ought to be. The money expended should furnish better schools. We want children to know more about nature. To learn more of the plants, insects and minerals around them. The names required to be learned are not so difficult to remember as are the rules of grammar. Besides, there is an object immediately before the pupil. He learns to observe. Instead of passing a tree a whole summer without ever inquiring its name, he will learn all about it. If the attention of a child is not early called to the objects of nature about him, how much more will he care for them than we do for the ten thousand worlds which hang nightly over our heads. Natural objects are the proper

subjects of study for a child. He is conversant with them. They seem to speak to him and he would inquire of them. How much better to interest the child with these, than with abstract subjects which he cannot comprehend. It is believed that the first principles of botany, mineralogy and entomology might be introduced into our schools with advantage. Let the child learn the names of flowers, observe the peculiarities of the various insects, and learn to call the stones by their names.

We think our schools might teach better manners and morals than they now do. Young America needs to be taught meekness and mildness, and certainly would be profited by a few lessons of respect to old age. How far our schools may teach morals, it is hard to say, though our laws require it. The simple reading of the Scriptures in the morning, especially if the children read, will do but little. It might do to propose questions involving justice or injustice, benevolence or hatred, charity or selfishness, and thus interest the heads and hearts of children. A system of moral gymnastics to discipline the consciences of children is certainly needed. When will it be established?

We close with this advice to parents:—Visit, visit your schools. See how your children are taught. See how your money is spent. See what atmosphere the young immortals are breathing in, and how they are fitting themselves for the high places they are to fill. See how these nurseries of freemen are managed, and judge for yourself whether they are the universal dispensers of life and light they were ordained to be.

Superintending School Committee.—WILLIAM A. WHITWELL, AUGUSTUS J. SAWYER
NOAH WARNER.

HOLDEN.

In many of the schools the importance of correct reading, spelling and writing, has evidently not been fully appreciated by either scholars or teachers. Other branches of education have occupied time which would more profitably have been devoted to a more careful and rigid discipline on these important elements of education. Your committee have done what they could to remove this evil, and in some cases their efforts have been attended with a good degree of success. Many scholars are inclined to rush on to more advanced studies, while they are quite deficient in branches more elementary. In some cases it is more than both teachers and committee can do to make them cheerfully listen to reason, and ascend the hill of learning step by step. The expressed wishes of parents often come in to increase the difficulties of the case. Your committee have aimed to treat such cases with due consideration. But they have not deemed it their duty to yield the point either on account of persistent

importunity, or to escape censure. They have designed to be as conciliating in this and all other duties imposed upon them as was consistent with a faithful and impartial discharge of their official obligations.

School Committee.—WILLIAM P. PAINE, THERON E. HALL, LESTER WILLIAMS, Jr.

HUBBARDSTON.

The original design of common schools was to give to all a practical business education—an education that should not only fit them for the duties and responsibilities of life, but form the basis of a moral and religious character. We wish we could impress the mind of every teacher with an abiding sense of the responsibility they assume when they enter the school-room and undertake to give direction to the youthful mind. That the instructor of youth is leaving his own impress upon his pupils, that he is actually rearing a human mind, moulding and fashioning it after the pattern of his own,—that his habits, his manner, his principles, are being incorporated into those of the child, to give a coloring to that child's moral character in after life, are facts which experience and observation have clearly demonstrated.

The teacher's influence is not confined to the school-room; it does not end there. It does not cease when his connection with his pupils is dissolved. It reaches far away into the future, perhaps through life—it may be into eternity. These considerations should never be lost sight of by prudential or superintending committees. As agents in this great cause, we all have a work to do. Parents, teachers and committee have each their appropriate duties to perform. All have their share of responsibility, but parents are the especial guardians of these great interests; on them, more than any one else, rests the responsibility of failure or success, in our public schools. Without their influence and co-operation, the committee is powerless, and teachers "may labor in vain and spend their strength for naught." Let us all, then, labor together, each in his appropriate sphere for the promotion of these great educational interests, never forgetting that for the manner in which we discharge these duties, God, as well as posterity, will hold us to a strict account.

The only hope of our country at this fearful crisis, is in the intelligence, virtue, and patriotism of her citizens; and this intelligence has been diffused through the masses of our common people mainly by the workings of the common school system. By these agencies the seeds of knowledge have been sown broadcast over the community, taken root in the youthful mind, been matured by the experience of riper years; and may we not hope—have we not a right to hope—that public virtue and patriotism, those legitimate fruits of this same educational system, if they have not kept

pace with intelligence, have become so firmly rooted in the hearts of the American people, that they may yet have a redeeming influence upon the land?

School Committee.—EPHRAIM STOWE, JOHN G. WAITE.

LANCASTER.

In the year 1847, President Wayland, of Brown University, wishing that the inhabitants of the town of Wayland, in this State, might enjoy the advantages to be derived from a free public library, and that other towns in the vicinity might be induced to establish for themselves similar libraries, proposed to make a donation to that town of five hundred dollars for this purpose. At the suggestion of an honored citizen of Wayland, the donation was tendered upon condition that another five hundred dollars should be obtained in the town by subscription or otherwise; the whole amount of one thousand dollars to be devoted to the purchase of books for a town library. This subscription was quickly raised. But a difficulty soon presented itself, when it was afterwards proposed that the town should provide a suitable room or building in which said library might be kept, in the following questions: Can a town in its municipal capacity, grant money for a town library? can it tax its inhabitants for a public library, for a library building, for library books, or for any thing pertaining to a library?

The serious doubts entertained on this point led the Rev. John B. Wight, a member of the Massachusetts legislature from Wayland, during the session of 1851, to suggest and procure the passage of an Act "To authorize cities and towns to establish and maintain public libraries."

School Committee.—GEORGE M. BARTOL, HENRY C. KIMBALL, SILAS THURSTON.

MENDON.

In our opinion when the most competent teacher and committee have most faithfully fulfilled their duty to the schools, without the hearty co-operation of the parents, they receive less than a moiety of the advantages that would otherwise accrue to their benefit. Parents seem to shun the school-house as a place where they have no business. This, we think, is all wrong. The interest which parents (with some exception) take in the schools, is well illustrated by an anecdote which appeared in one of the newspapers not long since. It runs thus: An independent farmer concluded to raise some calves; and, after weaning them, turned them off to pasture. He went, once a week, as was right and proper he should, to see to them; but what seems most singular is that he passed to the pasture by the school-house where he had just as many children as he had calves, and never entered it during the whole term. We hardly think the farmer,

in this case, considered the calves of more value than his children; but that he faithfully *performed* one duty while he thoughtlessly *neglected* a hundred fold greater duty. Perhaps this is not exactly the case of the parents we now address, but they should remember that if we are distinguished for any thing as a town, it is agriculture; that a large portion of our farmers are independent, and that the position of few persons is such that they cannot afford an occasional visit to the school-room. We hold that any one who has half a supper and a decent guaranty for a breakfast, should find time, and is under obligation to show himself in the school-house. It seems to us that parents, after striving for the perfection of their own character and life, and providing sustenance for their physical wants, have no one interest, nay, no interests combined, to be compared with the interest they should have in the education of their children in the public schools. Most persons north of thirty-six degrees and thirty minutes, would undoubtedly agree upon this point.

The order of a school, and consequently its progress, as well as every thing else connected with it would, we think, be materially improved by the frequent visitation of the parents. How often do we hear tender mothers complaining that their children have been abused; that the teacher has pulled their hair or ears, or inflicted some one of the long catalogue of punishments? All they know about it, nine times in ten, is from the children. Now let the mother, or father, or both go to the school-house and see what should reasonably be required of the child for its own good, and perhaps, for the good of sixty others. Let the child be taught, by the parent, to obey the proper requisitions of the teacher, and in our opinion, nineteen noisy schools out of twenty, would become orderly; and not one teacher where there are now ten, would be discharged for severity.

School Committee.—JOHN GEORGE METCALF, ALANSON S. FREEMAN, ALEXANDER H. ALLEN.

MILFORD.

The schools with but few exceptions are in an improved condition in regard to absence, over last year. There have been more scholars registered during the year, and of those registered in any given term the percentage of attendance is greater than formerly, though there is yet a strong demand for improvement in this particular. We cannot show over about eighty per cent. attendance on an average by terms in the annual schools, when we should show ninety per cent. Ten per cent. should cover the absence on account of sickness and other unavoidable detentions in a place so healthy as Milford. Now, on an average, calculated through the whole year in all the schools, and upon the whole number through the year, the attendance is only a trifle over one-half, or fifty per cent. This great

discrepancy arises from the fact that a large number of children are in school for one or two terms only. They then go out and new ones go in for equally short periods, so that in a given division of a Grammar School, or in a given Primary School, there will be registered in two terms, some eighty or ninety children, and the average attendance the same time will not go above fifty-five or sixty. Sixty, attendance in ninety, whole number, gives sixty-six and two-thirds per cent.; a very small attendance for the whole number registered. The effects of this are actually bad upon those who do not thus change, as well as upon those who do, as can be shown.

System and classification are as necessary in the working or running of a school as they are in running a manufacturing establishment, or in a store. All our business men—all men and all women understand this, and acknowledge it in the management of their own affairs, whether in the shop, on the farm, or in the kitchen and parlor. But they are not so ready to acknowledge the necessity of this application to a school, or they fail to acknowledge the importance of a well arranged, systematic course of training in the education of their children. It is admitted beforehand, that the results of attendance upon a school are not so easily estimated as those of a business enterprise, and that the profits accruing from a good common school education do not appear in intelligible figures at the foot of a ledger column. But these results are as sure, nevertheless, and the profits as substantial and valuable, inasmuch as a "good hawk is better than a bag full of game;" it is the means of securing men. So of an education, while it will sell for nothing, it cannot be bought at any price, it is the means of attaining every thing. Nothing else that one can possess, however valued, but education lends an added grace and an increased value. 'Tis the poor man's capital, the rich man's machinery in whatever he undertakes, and the means of happiness to all. Without it, toil is irksome, reflection impossible, and riches a burden.

To secure this power, the power of education then, so valuable in itself, so full of blessings, ever ready to be poured out for the general welfare, increasing with use, and like charity, the more it gives the richer and fuller it becomes, should be the great desideratum of all, and for it, not in its fulness, to be sure, but to an appreciable extent, the Public School system of the State has been established. Now the irregularity of the attendance of a very large number of the youth of the town renders the acquisition of a systematic education, even so far as it goes, impossible. They attend to nothing connectedly, and know but little certainly. It is unquestionably better for the child to study forty weeks in one year than to study ten weeks each for four years. The committee, then, in view of the importance of the subject, and in full confidence that the training and instruction in the schools are now judicious and sound, urge parents and guardians to renewed watch

fulness and care in regard to the attendance of their children upon the schools.

The importance of physical training to the young as an exercise for development of the body has been ruinously undervalued, or altogether ignored until within a recent period, by educators, school committees and boards of education. The Public School system of instruction in Massachusetts, good as we of the State know it to be, attaining as it has such a height in abstract perfection as to be the model among educators all over the country, to be referred to and imitated, yet needs this most essential addition; and much is now being written and spoken and undertaken to bring about this desirable result. The worth of a man's body, the material organism, as such, is now better understood, more fully appreciated by many at least, in its influence upon the thoughts, affections and inspirations of men, than ever before in the history of the world.

One object then, and a prime one, in all assemblages of the young for their culture, should be to take care of the much abused and neglected body; that it have the means of that development and strength, without which manhood will be vapid and old age a grievous burden. Strong limbs, broad shoulders, and deep chests, are as essential in resisting the assaults of sickness, disease and depressed spirits, as they are in withstanding the assaults upon the "tented field." In aid of this development of strength, in those whose habits are studious and sedentary, gymnastic and calisthenic exercises have been invented, and they are of too sure a benefit to scholars to be neglected. The committee have been able to introduce these exercises to a limited extent into the schools of the village, through the advent of two teachers here, who are familiar with them. Already have many of the teachers made themselves sufficiently familiar with some varieties of these exercises, to conduct in their practice by the children. And wherever tried, their influence upon the teacher, no less than upon the child, is most pleasing and satisfactory. Some teachers claim to have banished coughing, that winter disturber of quiet, almost entirely from the schools, by these exercises, and stricken from the list of annoying questions—"May I go to the stove, sir?" The committee invite parents to go to either of the Grammar Schools, or the High, and witness these exercises.

Chairman.—WINSLOW BATTLES.

NEW BRAINTREE.

A good school-house is essential to a good school. The house should be commodious, with ample room for recitations and with room on the walls for black-boards and maps. The house should be well ventilated, but not through cracks and crevices in the walls or holes in the windows, blowing

directly upon the heads of the scholars ; neither through seams in the floor, keeping the feet cold ; but in proper ways such as can easily be devised. Lastly, we would mention the co-operation and sympathy of the parents, both with teachers and scholars, as helping to make a good school. The encouragement of the parents' presence occasionally in the school-room, helps the teacher and scholar wonderfully in their work. Unremitting efforts to have their children, especially in the winter time, punctual and constant at school, will remove many discouragements and hindrances in the teacher's work, and go far toward making the school what it ought to be. Thorough government of children at home vastly aids the teacher in governing the school. If parents side with their children against the discipline of the school-room, they are only encouraging rebellion, and discouraging the teacher. It is made a penal offence by our laws, to give aid or comfort to rebels and traitors. Apply this principle, in the spirit of it, to our schools, and there will be less insubordination and more thorough order and discipline. Parents sometimes complain of the teacher for not keeping order in school, when they do not control their children at home. Some seem unwilling their children should be governed at all, excepting in school hours, while others expect the teacher to maintain control over them from the time they leave home in the morning until they return home at night. In all these respects the only rule is that the parents cordially sympathize and co-operate with the teacher, thus staying up his hands and his heart in his difficult and laborious work, and thus securing advantages to their children they cannot otherwise secure. All that the teacher can do to check profanity or any immorality among children, will be of little avail while the offence is connived at and goes unpunished at home.

Do your part as parents and citizens, in providing in every respect for the education of your children, and you can make no investment that will pay sooner, that will yield you more grateful and ample returns.

School Committee.—JOHN H. GURNEY, WILLIAM BOWDOIN, C. B. FROST.

NORTHBOROUGH.

In our opinion sufficient importance is not attached, and sufficient attention is not given, to the younger classes in our district schools. Many seem to think that it is of little consequence whether children are rightly trained or not during the years of early childhood. They are sent to school, not to learn, but to be taken care of, and kept out of harm's way ; and if they do not receive bodily harm, we do not complain, whether they learn little or much, or nothing at all.

Accordingly, it is common to employ as teachers of our Primary Schools young persons without experience and very little preparation, thinking it of very little consequence what their qualifications are, if only they have

the reputation of being good scholars, and have a desire to teach. Such are not the views which the committee entertain, whatever their practice may have been. They believe that the first step toward any essential improvement in popular education is to raise the character of our Primary Schools. They believe that, if the right sort of teachers were employed, and a good system adopted, every child of ordinary capacity, who should attend school regularly for only six months in the year, in terms of three months each, between the ages of five and ten, besides learning thoroughly the elements of arithmetic, geography and grammar, and gaining some knowledge of the interesting facts of natural history, might become a *good reader* and *speller*—accomplishments so desirable and yet so rare! We say this deliberately and from deep conviction. But then the conditions must be fulfilled. We must have teachers properly trained to the work, and apt to teach; and our children must be brought under and kept under their influence for successive seasons—six months in the year at least—and without those frequent changes of teachers and methods now so common, and which prove so great a hindrance to their success.

We think that every candidate for the office of teacher, even in schools of the lowest grade, should make the *art of teaching* the subject of anxious thought and study; should read some good treatise on the subject; should take the "Massachusetts Teacher," or some other periodical devoted to popular education; and should continue to read, and inquire, and learn, magnifying the office, and striving after excellence. We had a Teachers' Institute here last autumn, and a course of lectures and exercises specially designed for the benefit of teachers, conducted by gentlemen of the highest standing as scholars and educators; and we confess that we were disappointed and grieved to find so scanty and irregular an attendance of the teachers of this vicinity. We hoped that an influence would go forth from the Institute that would pervade this whole community, and that the benefit of its sittings would be felt in all our schools. But it was not so. Only two of the twelve teachers whom we employed the last season were present to join the Institute. Consequently we could not, to any considerable extent, in the conduct of our schools the past winter, avail ourselves of the valuable suggestions that were made, and the important instructions that were given, by the learned gentlemen who conducted the exercises of the week. The committee gave their constant attendance, and felt that in so doing, they were fully repaid for the time so spent.

Chairman.—J. ALLEN.

NORTH BROOKFIELD.

It is a rule to which there is hardly an exception, that the record of a scholar's attendance indicates precisely his interest in, and the benefit he

has received from, his school. A tardy and irregular attendance, and any considerable degree of improvement, are utterly incompatible. The committee testify as their own experience, and the same will be said by all who have had any opportunities for observing, that a boy or girl, really engaged in study, will make it a rule to be at school every day, and in due season. Occasionally a tardiness or an absence may be unavoidable, but such instances, especially in regard to the former, *are very rare*. Of all the tardinesses found in the registers, for how many could a really *proper* and *sufficient* excuse have been given? Will it not be more than liberal to allow that as many as one-fourth may have been necessary? Then what caused the rest? Simply, inattention and negligence.

The annoyance of having scholars come in late, can only be realized by those who have had experience as teachers. It interrupts and disturbs the whole school, and if a scholar is considerably behind time, the teacher will very probably have to hear a half-learned and half-recited lesson. This will do little or no good, unless the rest are kept waiting while one receives extra attention, which he would not have needed had he been in season. When the school is called to order, every member should be in readiness to take his place at once, that all may commence the labors of the day together. It is just as easy to be there at the *right time*, as half a minute after; and a tardiness, *except for good cause*, should be considered (as it is) an intrusion.

There is a disposition among all the schools to go too fast. Scholars almost universally measure their improvement by the number of pages they get over; and many parents adopt the same standard in estimating the profitableness of a school. If a class that only went to fractions last winter, have been to cube root this, it is assumed at once that the school was a good one. It is almost as much as a teacher's reputation is worth, *not to outrun* his predecessor. No matter how faithfully and laboriously he may work—keeping his scholars fully employed, too—if, at the close of the term, it appears that most of the classes have been over the same, or more ground before, his services will probably not be wanted again. But nothing can be more uncertain or unjust than this. It is a comparatively easy matter for a teacher to get a class “through the book,” so that all the rules may be recited with the greatest readiness and fluency; but it is quite another to get the principles of those rules so completely mastered and understood that they may be promptly and accurately applied in practice. But which is the true test of a scholar's knowledge? Of what real worth as a mental discipline, or as a preparation for business, is it, for a boy to go *through* arithmetic, if he is unable to explain hardly a single principle of common fractions? Yet this is of very frequent occurrence. And the same tendency to be superficial is observed in relation to all the other studies, especially reading, spelling and mental arithmetic.

The committee have had this matter very unpleasantly illustrated in connection with their duties at the High School. Scholars present themselves for examination, stating that they have been nearly or quite through the common school arithmetic, and have studied grammar and geography from three to six terms. After an exercise in reading, about sixteen words, selected at random from the reader, are then given out, which the candidates are requested to write on slips of paper. The same number of printed questions in grammar, arithmetic and geography is afterwards given out in order, and the answers returned in writing. The questions are not difficult, and in arithmetic extend only through simple proportion. Yet on examining the papers it is usual to find from five to ten, and sometimes thirteen or fourteen words, incorrectly spelled, and about the same number of questions in each of the other branches incorrectly answered. This results in a large proportion being denied admission, and they go away protesting they "have gone a good deal further" than some of the others who are more successful. The difference is, one has gone attentively and carefully; the other, heedlessly and superficially. And on the adoption of one or the other of these modes of study, it may be remarked in conclusion, will the comparative value of a scholar's progress always depend. The truth of this, the experience and observation of every year serve but to strengthen and confirm.

School Committee.—AMASA WALKER, A. L. POLAND, JOHN HOWE JENKS.

OXFORD.

A serious objection to the district system under which public instruction is administered in this town, is a want of co-operation on the part of the prudential with the superintending committee. The experience of the past year has brought this matter so plainly to our notice, that a sense of duty constrains us to give it a consideration. Your committee do not propose to review the official conduct of the prudential committee in order to expose cases of ignorance, indifference and neglect. The prudential committee in Districts Nos. 2, 5 and 9, are members of the incoming or retiring board of superintending committee, who, with the one in District No. 6, manifested a highly creditable interest in the schools. The remaining six (if we can only rely on the accuracy of the registers) did not visit their own or any other schools in town during the year. And yet, these are the men, who, according to the argument often adduced, understand the wants of their own school better than the superintending committee, who, in the ordinary course of their duty visit each school eight or ten times in a year. One school had been in session some four weeks before we became aware of the fact, and then the information was gained from a source other than the

prudential committee. On many occasions, and in important matters, the prudential committee did not as the law enjoins "give information and assistance to the school committee of the town to aid them in the discharge of the duties required of them." These and kindred evils are not attributable to the character of the men who happened to hold the office, but they are practically inherent in the district system. While this system is tenaciously retained by the town, as your committee believe, against sound reasoning, the clearest lights of experience, and the best interests of our schools, all should strive to remedy the defects and correct the abuses to which it continually exposes us. It should be remembered that in the words of the late lamented Horace Mann, "the prudential committee and the superintending committee are different hands of the same body, and if they are not animated and moved by a common spirit, either one can defeat the most praiseworthy efforts of the other."

School Committee.—NELSON BARTHOLOMEW, LEWIS M. LARNED, CHARLES A. ANGELL.

PHILLIPSTON.

Thorough training in the art of reading well, has been, and is, too much neglected in all our schools. The importance of this subject is in no danger of being overestimated. To be able to read well is essential to decent scholarship. A person may be able to solve the most complicated problems in mathematics, and be skilled in classic lore, but if he cannot read his native language with grace and propriety, the foundation of his education is alarmingly unsound, however extensive and valuable may be the superstructure.

We are happy in being able to say, that an improvement in the art has been secured during a few years past, and that in nearly all our schools, some good readers are found, although there still remains an urgent necessity for greater watchfulness and effort to banish from our schools the many errors in reading that yet exist. The art of reading well cannot be acquired without much and patient effort. The thoughts contained in the piece should be thoroughly understood by the reader first, and then his manner of reading should express them clearly and intelligently. We have dwelt upon the value of good reading and correct spelling, as the first features of an education in many of our visits to the several schools, and we present the subject again in this report, because of its paramount importance, and the ease with which it is overlooked.

We are not unmindful of the fact that our schools are short, and that the proper education of children is a work of time, and demands the constant exercise of skill, patience, love, self-denial, and every other virtue. We are not of the number who expect our teachers to work miracles, or

that our common schools will ever become colleges or universities. We believe that every child should first be taught the alphabet, then to read and spell, write and cipher ; and that if any thing is known of geography, history and grammar by the great majority of our population, such knowledge must necessarily be obtained, mostly in our common schools. The essential parts of an education should be first secured. In our humble opinion, the perfecting of our system of common schools, does not consist in over-burdening them with a large variety of different studies, but in improving their efficiency within reasonable limits. The theory of teaching every thing that lies between the alphabet and "The Lost Arts," in an ungraded district school, is simply impossible, not to say ridiculous. Let our schools do their own work in educating the young and do it well ; and then if teachers have time to waste let an additional burden be imposed.

School Committee.—JASON GOULDING, EDWARD POWERS, PLINY NEREUS WARD.

RUTLAND.

Reading, that is, good reading, is very rarely found among our scholars. Every member of our schools is required to read once, and often twice, every day. If "practice" always "made perfect," we do not understand why there is so much *imperfection* among our readers. Too often do teachers and pupils forget the object of reading. It certainly is not in being content with merely mouthing an exercise, the sense of which they are as ignorant of as of the language of the Chinese. It cannot be reading to disregard the final consonants, clip the vowels, and abuse all rules of punctuation and elocution. The rules of good reading are as clearly defined and as essential as the laws of mechanics. To read with profit is to master the elementary processes of reading ; to understand the subject and aim of the author ; to bring out with vigor and force the sentiments of the writer, making them, for the time, one's own. We regard it an injurious step, too often encouraged by teachers and parents, for a scholar to stretch up after a First Class book before he is conversant with those principles he ought to have mastered in the Primary books. This practice, and that of neglecting the fundamental points in reading, it has been our aim the past winter to break up. With better books, and having called the attention of the teachers to these points, we hope the schools will improve in this respect for the future.

Spelling, also, does not receive that attention which its importance demands. There is not that thorough drill in this study which is so necessary in order to secure correct orthography. Many scholars are ambitious to be on the dizzy heights of algebra, when they are unable to spell correctly, or write an ordinary letter without mistakes. A majority of the candidates for teachers have shown in their examinations a wonderful

deficiency in spelling. However good their other qualifications, they have shown themselves poor spellers. Seeing how generally the spelling-book has been ignored, we are surprised that (considering what a vast amount of language it has at its command) it has not bodily risen up and protested against the neglect. Selected words do not suffice for a spelling exercise. The speller should be as regularly and faithfully studied as arithmetic, and the teacher should devise ingenious plans to stimulate a scholar to be proficient in the exercise. More than this, one may be a good speller orally who would mistake in writing the same word; therefore the classes should practice in writing the words, and define them also. These particulars are provided for in the "Progressive Speller," just introduced into the schools.

The committee would suggest a few things with reference to the teachers. Quite a number of the teachers in our schools need more care and study. Some exhibit an aptness and fondness for their work, but do not thoroughly comprehend the principles they teach. Some, who understand them, are unfortunate in their attempts to apply them with correctness; some are inaccurate in their own reading and spelling, and consequently do not discover inaccuracies in their scholars; some lack inventive talent for interesting their pupils, and are ignorant of many of those facts in history, biography, and every-day incident, with which they might relieve the tedium of a school's routine, and at the same time impart much useful knowledge. Now, teaching is a profession, in which success is only acquired by constant study and observation, the same as in the "learned professions," so called. Many of our teachers are raised up in our midst, and they doubtless teach well, considering their limited education and experience; but they should give themselves to farther study before they can attain much eminence as teachers. A teacher should begin his work on every new term with a fuller and more exact knowledge of the studies required. He should know better how to discipline and interest a school; he should be less and less confined to a *mechanical* method, which instructs but little, and wearies greatly. In short, he should teach from a hearty love of the work, and seek after a high culture in his exalted position. The teacher who is content with barely enough knowledge to obtain a "certificate," and then rests satisfied, without making further progress, caring only for the wages, dishonors the profession. Such an one will not materially benefit any school. The teacher that neglects study, observation, and constant growth in the profession, will soon fail to meet the demands of the times, and will be set aside as incompetent.

Although we are not formally appointed its committee, so intimately is it connected with the public education of children, that we cannot refrain from saying a word or two about the "home school." The way in which parents instruct their *home classes* will, with slight modifications, determine the character of the public schools. Are the children delivered over every morning to the teacher in a condition that will give him a fair chance to

benefit them? Has the child had that wholesome restraint at home, that makes him willing to submit to it abroad? Has *obedience*, the fundamental rule of every well-ordered home, been so required that it is yielded to the wholesome rules of the teacher? Has the kind, Christian training of home developed such a discriminating conscience in the child, that everywhere he shrinks from wrong with a quick insight? If your children find that you have listening ears into which they can pour such school reports as they choose; if they see that you judge of the character of the school from what they are pleased to tell you, when you never personally visit the school, then the best efforts of the best teacher, the wisest counsels of the wisest committee, will fail to give you good schools, and make your children to grow in morals, manners, or mind. The kind of teaching in many a home school is read in the behavior and proficiency of the children. We regret to say that during both summer and winter terms, there were less than twenty parents in the whole town who visited the schools during term time. This is not as it should be.

For the successful and profitable training of the children and youth now in our common schools, the hearty co-operation of parents, citizens, teachers, and scholars is needed. A striving together, with unanimity of feeling, for the accomplishment of a common object, viz.: the highest education of the rising generation. If charitable, comprehensive, and intelligent views will prompt and govern all, we shall see the moral and mental powers of the children of this town gradually developing, and year by year we shall reap the fruits, in the lives of intelligent and virtuous citizens, prepared to discharge all the duties of life.

School Committee.—CLARENDON WAITE, CALVIN G. HOWE, J. WARREN BIGELOW.

SOUTHBOROUGH.

Every child should leave home for school, with this injunction: respect and obey your teacher. But nothing will more readily destroy that respect which every pupil should have for his teacher, and consequently break down his authority, and thus counteract every effort of teacher and committee for the welfare of the school, than to have scholars hear their parents speak lightly or disrespectfully of the teacher; or complain of their requirements as being new or unnecessary. Therefore parents, be cautious how you speak in presence of your children. We are sorry to feel called upon to allude to the practice of allowing children to leave school because they cannot do as they please, or are unwilling to comply with the requests of the teacher; and that oftentimes without the parents knowing any thing of the merits of the case. But as it is productive of evil and only evil, and should receive the rebuke of every friend of good schools, we do not feel

at liberty to pass it unnoticed ; for it is not only injurious to the school, but ruinous to the child. And we cannot think that any parent having the best interest of the school at heart, or even that of his own child, will ever permit such an occurrence to take place. Should the requirements of the teacher become unreasonable and beyond the capacity of the scholar, there is a proper course to pursue, but it is not in rebellion or secession ; we believe in "preserving the union," and having the laws maintained.

The qualification of teachers is a subject that has not, as we believe, at all times received that attention which its importance demands. For although there are plenty of persons whose literary attainments are ample, who would be very willing to take charge of our schools, yet it is sometimes exceedingly difficult to obtain those possessing all the qualifications requisite to make an efficient and successful teacher. There are few positions in which an individual can be placed, of greater responsibility than that of teacher in a public school. Therefore every teacher should be a person of cultivation and refinement ; in the truest sense a lady or gentleman, whose manners, habits and morals are worthy of being imitated by every pupil. True education does not consist alone in literary or scientific acquisition. It is forming character. "Unrefined manners, uncouth expressions, undignified and trifling conduct, or untidy and negligent habits, cannot be compensated for by a knowledge of the sciences, or this in addition to an unobjectionable moral character. In human intercourse, every element of character is an educator." Children are imitators, who learn quite as readily from example as from precept, whether good or evil ; and the influence of the school-room does not end with school days.

We hope and trust, that the time is not far distant when we shall see female teachers employed throughout the year in all our schools except the High School, being satisfied from experience, that the benefits to be derived from such a course would be many. In the first place, it would give much longer schools for the same money ; it would also supersede the necessity of this constant change of teachers, which is so detrimental to the interest of any school ; thereby frequently losing the services of a good teacher, at the very time when they have become the most valuable. For it must be obvious to any one who has ever given the subject a moment's thought, that an individual who has had charge of a school during one term, and has become acquainted with the various dispositions, temperaments and capacities of its different members, is much better qualified to instruct and benefit them, than a stranger can be. And again, the number of males who desire to make teaching a profession, is comparatively few, and those few, if successful, very naturally seek yearly schools ; therefore it is often very difficult to obtain a first rate male teacher, for a single term.

All the objections we ever hear to the employment of female teachers for the winter terms, arise from a mistaken prejudice ; as it is not pretended

that they are not qualified to give all necessary instruction, but that they cannot govern ; that the larger scholars will not respect and obey a female. To say that of any school, is a stigma upon its character, which we cannot believe is deserved, by any ward in this town, if the parents will co-operate with the teacher and committee ; and without such co-operation, no school can ever be made what it should be.

School Committee.—JONAS FAY, HENRY H. PETERS, RICHARDSON GODDARD.

SOUTHBRIDGE.

The committee have acted unanimously on the principle of consulting the preferences of the inhabitants of each district in regard to the sex of teachers. Where a decided expression has been in favor of a male, a male has been engaged ; where no preference has been expressed, one way or the other, or where, as in one instance, there has been no district organization, but the whole responsibility and trouble have been flung on the committee, a female has been engaged. They have given the preference to females, when the circumstances would admit, on the ground, partly of decreased expense and a longer term of schooling, and partly of their equal, and in some respects superior, capacity to teach. The result has proved the wisdom of their course. The districts in which the experiment has had a fair opportunity of trial, have had cause only of high satisfaction. After several years of observation and experience of the working of the plan, the committee are more than ever convinced of the propriety and advantages of employing, whenever practicable, female teachers. And this is practicable to a much greater extent, than has been heretofore supposed. Occasional schools will form exceptions to the rule. But in this enlightened age, in which advanced ideas and modes of education exist, there are very few localities so backward and unfortunate, and containing such lawless and ruffianly elements, as to require for their subjugation and government the force and the club of a Hercules. These things used to be in by-gone times. To floor the schoolmaster, or propel a poor pedagogue through the window, and various other like manly and refined sports, were part of the winter's programme of study. The programme was doubtless eminently unique and sensational, especially to the pedagogue. We may thank God, that these barbarous times have passed away, we hope and fervently pray, forever, and that a better age has come, both for teacher and pupils—an age whose social and educational advancement will both demand and render practicable the committing of the instruction of our youth, in their earlier years at least, to the gentle and refining influences of womanly hearts and hands.

School Committee.—S. S. PARKER, E. CARPENTER, W. W. WILSON.

SPENCER.

How to divide the school money among the districts has always been a vexed question in this town. The town records show that many different methods have from time to time been practiced, all of them doubtless having it for their object to make a just and equitable division. One method had regard merely to the amount of taxes paid by the tax payers residing in a district. Another took into consideration only the number of scholars in the same. Another gave specific sums to smaller districts, leaving the balance to be divided according to the number of scholars. Another divided a part equally among the districts and the remainder according to the number of scholars.

For a few years past the school and prudential committees have made the division under a vote of the town. The method commonly adopted by those committees has been to divide the money among the districts in such a manner, that the schools would all be of the same length if the expense were the same as it had been in years before. But practically it is impossible to secure the same length of schooling in each district in this way.

The only way to accomplish this result is not to divide the money at all among the districts, but to pay the wages of the teachers and other expenses of the schools out of the common fund, and this is the practice in all the cities and most of the towns of the State. This method of expending the school money would of course require that all the teachers should be employed by one committee acting in concert. If the town were unwilling to trust the duty of employing teachers to the school committee now consisting of three members, they might be increased to nine or twelve or any number divisible by three. The number twelve would give at least one to each school district in the town, there being eleven districts. The duty of examining teachers might be delegated to a sub-committee of three, chosen by themselves out of their own number. And the number of the committee, though it may seem large, would be actually less than it now is in the school and prudential committees counted together.

School Committee.—WILLIAM T. HARLOW, W. J. HAMBLETON.

UPTON.

The money expended, and the care bestowed to make our schools what they should be, show that the State considers them as second to no other objects in importance. How many, both parents and children, treat them however as a secondary affair. They are made to yield to our convenience and pleasure. A ball-play may unsettle the school for a week. The adding one dollar to the net gains of a month, is a sufficient inducement to

keep a scholar at home, retard his progress, break up his class, and bring disorder and confusion to any plan of instruction, and it is thought to be of little consequence. Let any one take up a text-book used in our schools, and examine it, and he will soon see the author had some plan when he made it. There is a continuity of ideas from lesson to lesson. The good teacher will also form some plan of study for the scholar, one recitation bearing a proper relation to those following. The absence of the pupil, at one recitation, will break up this continuity, or keep the class waiting for the absentee to make up his loss; or introduce into his mind confusion, and thus discourage him and dishearten the teacher. We repeat then, with emphasis, regularity in attendance has a most vital bearing on the success of the school. And we cannot but view that investment as extremely hazardous, which keeps a child at home now and then a day, that an extra dozen of boots may be made, or a score more of hats sewed or bonnets trimmed. We are even compelled to say that the home influence is most decidedly wrong, that thus lowers the school in a child's estimation, and makes it a matter of secondary importance whether he or she is there every day or not.

But these suggestions are closely allied to another feature necessary to the usefulness of the schools. We mean punctuality. A few years ago it was supposed the evil of tardiness was cured. The reports during the intervening time have barely mentioned it, and it has grown upon us somewhat. Our school-registers are still marred with a record of it. Making all due allowances for those exigencies which sometimes compel a pupil to be late, we cannot but think the greater part of the evil is chargeable to a culpable neglect of either parents or children, or both. Without considering now, those bad results of being late at school—disturbance, loss of time, and vexation to the teacher—let us call attention to only one point, the effect of the habit on the pupils who indulge in it. Habit is said to be second nature. It needs no large experience to see the truthfulness of this proverb; indeed habit is a law of our condition, resulting in vast advantages when those habits are good—in immense evil when they are bad. “As the twig is bent the tree inclines.” Let, then, tardiness—want of punctuality—fasten on the child; it will grow with his growth and strengthen with his strength. Go forward with that child into manhood, with a brilliant education perhaps, with talents, good judgment, a vigorous intellect,—he is calculated by his Creator to be of vast benefit to his fellow men. But all is marred by one habit—he is never ready when the time for action comes. If he is to prepare a legal paper for you, it is behind its date. If he makes a business engagement, he is never there at the time appointed. His work is shuffled through at last half done, for time waits for no man. Late at school, late at church, late in the discharge of duty, late at weddings, late at funerals, late everywhere,—like one born behind time,—he would cheat death itself, were it possible, of the last half hour. This habit runs in families; it is

transmitted from parents to children. For instance, in one of our schools, there were sixty-six tardy marks, and thirty-six were by children of one family.

Nor can we fail to speak of another thing vital to the true success of the school—thoroughness of instruction. We do not mention this because we feel our teachers are deteriorating, or our children growing more superficial, but because we find too often that the efforts of the committee to reach this result are thwarted by too ambitious teachers and parents, over-anxious to have their children advanced to a higher grade of text-books, before they have mastered the principles of those less difficult.

Too many mistake thoroughness for thoroughness. Nothing, say the profound Germans, is so prolific as a little known well. The singer is always returning at each advanced step he takes in music, to the practice of the simple scale. There is wisdom here. Let us seek greater thoroughness in those branches taught in our common schools. Few as these are, they are of the most importance in life. Let them be mastered, and every man—farmer or mechanic, is in possession of a power, rightly used, more valuable than gold: the ability to become a respectable, intelligent citizen, a well-informed man.

School Committee.—GEORGE S. BALL, H. D. JOHNSON, EDWIN NELSON.

UXBRIDGE.

It is made the duty of the school committee “to cause the school-registers to be faithfully kept in all the public schools,” and “no teacher is entitled to receive pay for services till the registers are properly filled up and returned to the committee.” This we have required to be done. But by the arrangements for the payment of teachers, in this town, no inquiry is made upon this subject, so far as we know, and the money is drawn from the treasurer and paid over to the teachers, long before the registers are returned, and at times, we find them quite deficient in the information they should communicate. We cannot control this if the other town authorities continue to take this responsibility; and we call upon them to so arrange the payment of wages to teachers as to have the law complied with in this respect. We would suggest that before money is drawn from the treasurer, for the payment of a teacher, the selectmen should have the certificate of the chairman of the school committee, or of that member of the committee who has the particular charge of the school in question, that the register has been properly kept and returned.

We again call attention to the subject of the regularity of attendance of scholars in our schools; for nothing is more obvious than that we cannot expect improvement in our schools if scholars are not present to be taught,

and nothing so discourages a faithful, earnest teacher, as not to have all his scholars in their places every day. Said an earnest teacher, "I am discouraged; my scholars are not in school every day; I am afraid my average will be low; I wish parents could feel as I do. If they did, they would not keep their children at home for every little thing that comes along."

We call for more earnest co-operation in future on the part of parents, to remedy this defect. Make it a point that, while your children are members of a school, *school* shall be their only proper occupation; that they shall be there daily and in season; that their attention shall not be allowed to be drawn from their studies by every passing folly, and then we can assure you that you will have no cause to complain that your children are not making that improvement you desire.

Without this co-operation on your part you may complain, but we cannot remove the difficulty of which you complain; you may regret, but your regrets will be vain. You cannot "gather grapes of thorns, nor figs of thistles."

The truth is, we want the joint influence of parents, and teachers, and committees, on the children and youth in our schools; and when we have this, no one will have much cause to complain that our schools are failures; for failures will then be so rare as to only prove the rule of good schools by the very occasional exceptions.

Chairman.—RICHARD D. MOWRY.

WEBSTER.

The Employment of Teachers.—We would impress upon those whose duty it is to select teachers in the several districts, the importance of the trust committed to their care. It too often occurs that teachers are hired, not on account of their fitness for the school they are to teach, but from other motives; hence inexperienced persons are employed to the exclusion of those of known ability and experience. It does not necessarily follow because a person has received a good education that he or she will succeed as a teacher. Aptness to teach, ability to govern, and a love for the work, are equally essential. It is the prevailing opinion that a young and inexperienced teacher may be placed over a school composed of little children, and that it requires no special qualification to teach and govern a school of this grade. But we do not hesitate to say the teacher of a Primary School holds a situation in many respects far more responsible than in any other grade of school. Here the first seeds of knowledge are sown, and the young ideas expanded, and it often happens that the whole after life of a person is affected by the start and direction he then receives. And it should always be remembered that,

“ The mind impressible and soft, with ease
Imbibes and copies that she hears and sees,
And through life's labyrinth holds fast the clue,
That first instruction gives her, false or true.”

“ How important is it then, not only that right impressions be made on tender minds, but also that they be made in the right way and in the true spirit.”

School Committee.—F. D. BROWN, AMOS BARTLETT, JOHN H. STOCKWELL.

WESTBOROUGH.

In nearly all our schools, and especially in those in the central district, we believe that a much higher standard in respect to regularity and punctuality is attainable, and calls for the combined and persevering efforts of teachers and parents to secure it. What has been done in a few schools, shows what is practicable in the others. There are three evils to be removed in relation to this subject,—namely, absence, tardiness, and dismissal. We fear that many parents do not consider the evil consequences of occasional absence from school. They perhaps think that it cannot seriously interfere with the progress of their children. But the loss is not measured merely by the proportion of time. The scholar who is absent one-half day in ten, will be almost sure to lose much more than one-tenth of the benefit which he might else derive from the school. Absence from a single recitation becomes a clog to future progress, which it requires much extra diligence fully to remove; and those who are most likely to be absent, are least likely to put forth that extra effort. They are much more likely to become discouraged, if they had any ambition before; and to settle down to a contented mediocrity, or something worse.

Tardiness also is an evil which might, it would seem, be easily corrected, in a great majority of cases, by proper interest on the part of parents; and it is well worth their pains to co-operate with the teachers in endeavoring to reduce it to its minimum.

Dismissions before the daily sessions close, have come to be perhaps a greater hindrance, at least in some of our schools, to good order, and to the proficiency of the pupils, than either of the others. And this evil is perhaps the most unnecessary of the three. It calls for a prompt remedy.

School Committee.—A. N. ARNOLD, E. T. FORBES, W. B. KIMBALL.

WESTMINSTER.

We wish parents to look at the statistical table, and see how much they have contributed to make it what it is. All will admit that regular and continuous effort is as essential in acquiring an education, as it is to success

in any department of business; and yet, how many there are, who keep their children from school for the most trivial reasons; reasons which if urged in justification of a neglect of a business engagement they would characterize as slack and shiftless. This class of parents are often the most clamorous in denouncing teachers for the want of interest their children manifest in their studies, and their lack of improvement. We would admonish such to cast the beam out of their own eyes. Children, that are bright and ambitious by nature, are often made to appear to such disadvantage with their fellows as greatly to discourage them, and often to blight their prospects for life. Such a fact must embitter the parent's life who sees a son less, often, than a hewer of wood and drawer of water, that might have adorned any position in life, but whose very spirit was crushed by the neglect and carelessness of that parent. This neglect not only affects the scholar, who is the immediate subject of it, but is a disadvantage to all who are associated with him in classes.

Not only should you have your children regular, but in season. We do not believe that in all schools, and under all circumstances, it is possible for children to get to school in season, or even at all, but we do believe that a great improvement might be made in this respect.

School Committee.—CLINTON WARNER, BROWN EMERSON, T. D. WOOD.

WORCESTER.

Many important educational questions, which, during the last century, have engaged the attention of the public and the deliberations of legislators, have been definitely settled, never again to be discussed in New England. The duty of the State to make provision for the education of all her children is not likely to again become a question for discussion in this Commonwealth; and it is not probable that any large number of persons will ever be found in Massachusetts who will question the wisdom of the statute which declares that "no child shall be excluded from a public school on account of the race, color or religious opinion of the applicant or scholar;" and that man will surely not be envied who shall have the hardihood to denounce the statute which declares that "the tenets of any particular sect of Christians shall never be taught in the public schools."

But as soon as one question is settled a new one rises. That now uppermost is physical education. Whether physical education is necessary or desirable is not the question, for all agree that it is both; but the question is whether the public shall undertake the physical as well as the mental education of all the children of the Commonwealth, or whether this necessary part of every child's education shall still be left to the care and wisdom, or the negligence and ignorance of parents. That parents, particu-

larly in the large towns and cities, do neglect the physical culture of their children, and that there is a consequent physical deterioration in those places, are facts as melancholy as they are indisputable. To correct these errors, many eminent educators are of the opinion that the public should make provision for the physical as well as the mental education of the young. The results of the first experiments will be looked for with great interest, and if an unexceptional plan, adapted to the school-room and to both sexes, and not too expensive, can be devised, it will be hailed with delight as one of the improvements most needed to perfect our admirable system of free schools.

Last May the superintendent recommended the division of several Primary Schools into two grades, one of which should embrace the younger classes, and the other the older; in the former the teaching to be chiefly oral, and the pupils to be allowed more freedom than in the schools where the children were able to engage in the profitable study of books. The experiment was tried in the four schools on Front Street, and in the two on Thomas Street, with very gratifying success. An early application of the principle to all the Primary Schools will improve their order and increase their efficiency. The greatest caution should be exercised in the selection of teachers for the Primary Schools. The candidates are always numerous, more numerous than they would be if only those qualified in heart as well as intellect were applicants. No person who does not love children,—not pretty children only, or good ones, but all children, even the dirty, the deformed, the degraded, the perverse, and the stubborn,—is a proper person to teach a Primary School. To all her acquisitions a good teacher must add a natural fitness for the work, a native aptness to teach, a countenance made always cheerful by a perpetually cheerful heart. She must draw from wells within, as well as from wells without, to satisfy the intellectual and moral cravings of her pupils.

Superintendent.—J. D. E. JONES.

H A M P S H I R E C O U N T Y .

BELCHERTOWN.

Irregularity of attendance is still one of the great obstacles which teachers have to contend against, and which they cannot remove. Will those parents whose children are permitted to stay away from school because they are thought not to be learning much, seek out and apply the remedy? Another

defect, which we have noticed, is a want of efficient discipline. Some seem to think the school is getting along well, if no punishment is inflicted, even though great disorder exists, and find fault with the teacher if any reproof be administered, however necessary. It is absolutely indispensable to the well being of the school, that parents should co-operate with the teacher in maintaining the proper deportment of its members. It cannot be expected that a teacher can secure good order, if parents do not maintain it at home, and lend their influence to aid in securing it at school. But when parents do neither of these, very few teachers can maintain the discipline necessary, without giving serious offence; and for parents to join with their children in their complaints, or to magnify his faults before them, or take them from the school, is very injudicious, to say the least. By pursuing such a course the best school may be entirely ruined. Parents should not judge of a school by the reports of their children, but should visit it and see for themselves.

School Committee.—SAMUEL ALLEN, GEORGE F. THOMSON, WILLIAM N. FAY.

CHESTERFIELD.

While your committee thus report our schools as in a great measure successful, we are equally confident that a much higher success is attainable. The first step toward improvement may lie in the relation of the town to the school committee. If the parents, mostly concerned in the welfare of our schools, sit quietly in their seats when an office justly deemed "second to none in town," is to be filled, or at that hour be absent from the annual meeting, and leave the voting to be done by a dozen or two of those whose only interest may be sport, or caprice, is it to be expected that persons thus chosen will devote their energies earnestly to the improvement of the schools? Let your committee feel that you have chosen them to act, and will act with them, and poor schools will be unknown here. The school and prudential committees should feel that their united efforts are requisite, and a mutual exchange of views and feelings should be had between them, as far as possible. Wisdom would dictate a higher standard of qualification in candidates for teaching, and reference should also be had to the fitness of the teacher for each locality. The business of teaching ought to be more systematized among us, that the minds of our youth may tread the pathway of knowledge by a less uneven road. Of the nineteen different teachers employed the past year, thirteen were reared in town, and it may not be amiss to suggest the propriety of the town's appropriating a portion of its funds for an occasional select school, to be conducted on the plan of our State Normal Schools, for the benefit of our young teachers and larger youth, who will many of them soon become our teachers. One fact in

relation to the attendance of our schools deserves notice. More than one-eleventh of the children between five and fifteen years of age were not in the summer schools, and more than one-eighth were wholly absent in winter. Add to this the loss of one-fifth the time by absences of those who do attend, and then consider whether we, committees, teachers, and parents, are doing our whole duty to those in whose minds the seeds of knowledge and virtue should be thickly sown, for our good and theirs, and that of our common country.

School Committee.—ORSON M. PEARL, ALBERT NICHOLS, J. D. VINTON.

CUMMINGTON.

The first want of every district is a comfortable and inviting school-house. We need hardly say that this want is not supplied in several of the districts. Dilapidated houses and barns are always regarded as signs of a want of thrift and economy in the proprietor. Do not dilapidated school-houses indicate the same? To say nothing of the effect of freezing cold or scorching heat upon the acquisition of knowledge, is it not a barbarous want of prudence to expose the lives and health of children to save a slight expense, or through negligence? Many a life has been dragged out with an enfeebled and diseased constitution, from early exposure in an uncomfortable school-room. Children at play seldom suffer from cold, but we cannot take too much pains to make those rooms comfortable when children are to sit still.

There is another and perhaps a higher reason for improving our school-houses. An elegant school-house is, in itself, an educator. It makes its impression on the character, and helps to form the taste of the young. We think too little of the objects, in the midst of which children live. Every thing around them does its part in moulding their characters. Through the eye, through the ear, and through every sense, imperceptible influences are steadily operating in the great work of education. If any doubt this, we need only ask them if they would willingly have a child grow up among filthy and revolting sights, or in the midst of coarse and vulgar conversation? Would any body expect a refined and elevated character under such influences? We should like to pursue this subject, for we deem it of very great importance, both in school and home education, but we must not prolong this report.

The scholars have been divided according to their attainments, those in the higher department being mostly more than ten years old, and those in the primary less. In the opinion of all the patrons of these schools, and of the committee, the new arrangement has worked charmingly, whatever theories may be urged against it. Order and discipline have arisen out of

confusion. The standard of scholarship already shows an upward tendency. Public sentiment is changed, and parents and scholars manifest a lively interest and a commendable pride in their school. To the teachers we accord their full share of credit. Intelligent and observing minds can hardly fail to discover the decided advantages of graded schools, both in discipline and instruction. Uniformity of treatment, and of penalties, is essential, that the teacher may escape the charge of partiality; but this is difficult in schools composed of large and small scholars.

But the strongest reason for grading is found in superior classification. Most of our small schools require a large number of classes, one or two individuals often composing a class. Now it takes as much time, in many branches, to explain a lesson to one scholar as to ten. Is it not perfectly obvious that the teacher who has a class of ten pupils before her, and secures the active attention of ten minds to her instructions, is accomplishing ten times as much as the teacher who has but one pupil in her class? It adds force to this consideration that it is easier to awaken interest and secure attention in a class of ten than of one. All teachers will endorse this statement.

(Signed.)—W. W. MITCHELL.

ENFIELD.

Why do our schools vary so constantly and so widely? It is owing doubtless in a great degree, and primarily, to the nature of our system, conducted as it is on the popular plan of operation by districts. "Many men of many minds" are of course concerned in the management. There will be no little variety of teachers necessarily, when teachers are so frequently changed, and are hired from year to year by agents of differing views, and acting under influences so diverse in the case of different individuals. But this only shows the need of care and caution. The committee, therefore, suggest more strongly than they have ever done, that there ought to be cherished in every district a sentiment and spirit which will insist on higher principles of action in the selection of teachers. Prudential committees need to be guided more by the considerations of judgment and experience, and less by personal tastes and prepossessions. The people in the district ought to insist on this with themselves and with each other, and seek to influence all who are appointed to hire instructors by a correct and determined public opinion. Such points as these should be settled among us as they have never been; that teachers of age and experience are to be preferred—that the continuance of a good, tried teacher is better than the hazards of a frequent change—that to make one good quality in a teacher compensate for great deficiency in another respect, is not wise—that com-

mittees should never act hastily in hiring, never be driven by their convenience into sudden engagements with teachers, never be influenced by delicacy of feeling towards those who have made application for themselves or their friends, but hold themselves uncommitted, and look around deliberately and independently, taking time and some trouble to make sure of the best use of judgment and opportunity in securing instructors.

School Committee.—ROBERT M'EWEN, AUGUSTUS MOODY.

HADLEY.

Of two persons alike in point of natural ability and general intelligence, it were fair to presume that the one who has had in addition a thorough special training would have the better success in practice. It were fair to presume that one having a good education, scholarship and experience in teaching, would be a still better teacher for a course of years in the Normal School.

Our experience agrees with theory in this respect. It is true that those who have it not in them to teach, cannot have it put into them. There are some whom no possible kind or amount of training can ever make good teachers. Still those teach best who have learned how. Other things the same, the best teachers we have had are graduates or sometime students of the Normal School. Four of these have been in our service the last year, all of whom without exception, have kept schools of the first order. It seems to us a matter of regret that more of the young women of our town who seek employment in our public schools, should not seek their qualification in this direction, and thus make it no longer necessary to look elsewhere for our best teachers. It has been objected that those trained in the Normal School teach as they have been taught. But it is as true of those trained anywhere else, so that if the Normal School training is indeed what it professes to be, better suited to the special need of those who are themselves to be employed in teaching, the objection loses its force. At least the whole question turns here, what kind of training is best for those who will naturally teach as they have been taught?

The Teachers' Institute is a provision of the law for giving the advantages of the Normal School on a small scale to a larger number. It were greatly to every teacher's advantage to attend these meetings as often as possible. Teachers are often greatly benefited likewise by communication with each other, visiting each others' schools, taking lessons from the mistakes and blunders of others as well as from their excellencies. It is well, likewise, that teachers confer often and freely with the committee.

Other things being equal, we have chosen to employ teachers from among ourselves. But the interest in question is great and public in its nature,

and to it as such, those that are merely personal and local should yield. The very best teachers we can command should be had, find them where we may.

Instead of this, it sometimes happens that candidates when asked if they have done any thing to make themselves specially acquainted with the nature of the work they have to do, answer No. Have you attended any Normal School? No. Teachers' Institute, County Teachers' Association, or any thing of the kind? No. Have you been in the habit of reading any journal of education? Have you ever read any book professing to treat of the theory and practice of teaching? Are you familiar with the school laws of the Commonwealth? Little or not at all. Do you feel it important to know the views and wishes of the committee concerning each and all of the schools in town, and to exert yourself to promote these views? No. The idea that such things are of any consequence is wholly new.

This is a matter of prime importance, and by this principle we have felt that we ought to be governed. The wishes of a particular candidate, or the conflicting desires of rival candidates and their friends, are, in themselves matters of secondary consequence. It seems to us that any one applying in person or for a friend, for some school, or a particular school, should do so with this distinct feeling and understanding, that the weal of the many is the thing to be sought for first of all. Let such a one make it distinctly appear that his particular request is in full accord with the highest public welfare.

School Committee.—ROWLAND AYRES, W. H. BEAMAN, P. S. WILLIAMS.

HATFIELD.

We cannot close this report without urging upon parents the importance of frequently visiting the school-room; a good school cannot be maintained without a hearty co-operation of teacher and parent; and you can in no way understand so well what your school is doing, what its requirements are, as by frequently visiting it; it is a duty that you owe to yourselves and your children, that you should see and judge for yourselves, how and in what manner that person employed by you, for a limited time and for a specific purpose, discharges the obligations resting upon him. Visit the school, and you can then appreciate, as you can in no other way, the effects of a crowded room; the actual loss of time in a mixed school; the almost utter impossibility of a large school making progress, without the maintenance of good order. Visit the school-room, and your presence will always have a good influence upon teacher and pupil, and if you would have that influence lasting, let your visits be neither few nor far between.

School Committee.—R. H. BELDEN, E. L. HASTINGS, EDWIN GRAVES.

MIDDLEFIELD.

Your committee would recommend that some gymnastic exercises, or other athletic sports and games should be encouraged for both sexes, as conducive to elasticity of mind and body, giving them healthy countenances and strong mental capacities. In this might be secured a pleasant and at the same time a healthy pastime, when unemployed with their studies. If a proper attention is paid by the united efforts of parents and teachers, to healthy, innocent exercises, the children are spared many incentives to vice and immorality. Children love sports, and they are as necessary as their food, and should be regulated with as much discretion.

Another important thing is this, that parents and teachers go hand in hand, in all matters pertaining to the discipline of pupils and regulation of school affairs. In no instance can a teacher please or correct the obstinacy of a child, by his most indefatigable, or well-directed efforts, where he has to contend with the influence of indulgent or interfering parents. An injudicious remark from a parent in the presence of a refractory child, often thwarts the best directed efforts of the most judicious and devoted teachers. Very much of the recklessness and wilful obstinacy of mature years, may be traced to home example. All parents who feel an interest in common schools, and who are desirous for improvement, must remember that much rests upon them, in order to bring about desired improvement, by strict regard to home discipline, and a cordial co-operation with the teacher in his efforts to enforce rules and impart instruction. In the common school and in the nursery, the first bias is given to the child in manners and morals, as well as laying the foundation upon which is reared the whole superstructure of scholastic attainments. Dr. Channing said, "It is more essential to the prosperity of a school that it have a good teacher, than it is to the prosperity of a nation that it have wise and able rulers." We feel that a superior mental, moral and physical culture, is the choicest legacy that parents can bequeath to their children.

School Committee.—J. McELWAIN, Jr., WILLIAM L. CHURCH, E. C. BIDWELL.

PLAINFIELD.

To those who have paid any attention to our common schools for the past few years, it must appear that they are defective in every essential particular. And before we can possibly realize the benefits which should flow from the amount annually expended for their support, it is absolutely necessary that they should be entirely remodeled.

We are now expending, at the lowest calculation, twice as much in the cause of education as would be requisite if there was a proper classification

in and of our schools ; or, what is much better, if we would be equal to the demands of the times, let the same amount be appropriated, and thereby increase their length and efficiency.

Those who have made the question a study, and are therefore competent judges, say that from thirty-five to forty scholars can be attended to profitably by one teacher, and it makes but little difference whether the number rises much above or falls much below these figures, the disadvantage to the school is the same. The extra number embarrasses the teacher by imposing upon him more than he can do well, while a deficiency not only makes the *cost* of the school relatively too great, but what is even worse, it renders it difficult, if not impossible, to secure the needful warmth, zeal and interest on the part of both teacher and pupil. It need not be said that in the latter way our schools suffer.

It is not necessary for your committee to go minutely into figures. All that we desire at this time is to bring forward facts and submit to the mind of every voter the decision of this question, Is it not possible that the number of our districts can be diminished, and the number of scholars in each school increased, and being possible, will it not accelerate the progress of improvement and be of extensive benefit to our town ?

Your committee also deem it of great importance that your attention should be directed to that great evil which is so closely connected with our schools. We refer to tardiness and irregular attendance. For tardiness there is *no* excuse. If the scholar is able to attend school at any hour through the day, he can as well be punctual. Should his morning duties tend to detain him, he has then no excuse, for arising an hour earlier will remedy the difficulty.

But what we propose in this connection to dwell upon more particularly, are the serious evils arising from irregular attendance. The absences with which our schools are affected may be divided into three classes : First, necessary ; Second, unnecessary, but sanctioned by parents or guardians ; Third, absences contrary to the wishes of the parents. The evils of necessary absences must be endured submissively. The pupil who is out of school only when compelled to be, appreciates and deeply regrets his disadvantages. He falls behind and delays his class, and comes short in thoroughness and completeness of scholarship ; but the importance of regular attendance is increased rather than diminished in his mind, and he is doubly diligent to regain what he has lost. Of the third class, the case is vastly different. The scholar who plays truant indicates by his absence, his lack of interest in his studies, and instead of trying to retain his standing in his class by greater exertion when present, will make no increased effort to regain his loss ; he neglects his studies and acquires a dislike for his school. Of this class, your committee are pleased to report that there are but few instances throughout the town ; but it will be seen from the special report

of the several schools that, although the attendance presents a better average than most of the schools in our larger towns, yet it is far from what we might expect in a town like this where there are so few inducements held out for pupils to play truant. Now, the great question should be, how or by what means can this great evil be eradicated?

School Committee.—JOHN M. EATON, L. N. CAMPBELL, S. W. LINCOLN.

SOUTH HADLEY.

In order that our schools best answer their design, it is absolutely necessary that the teachers be adapted to their work. They should not only have all the literary and moral accomplishments required by law, but they should also possess that flexibility of mind, which will enable them to turn their attention rapidly from one subject to another without perplexity; they should also be skilful in discipline, and have a love for their work. The character of a school, also, depends much upon the training a child receives at home. If children are taught to be obedient at home, their deportment is seldom incorrect at school. If they feel that their parents take an interest in their improvement, by inquiring into their studies, they would rarely fail to make good use of their time. If impoliteness and improper conduct is countenanced at home, is there not reason to suppose that they will show their bad habits at school? Is it possible for teachers to do for our children in a few weeks, what has been neglected in the family circle for years? It is too often the case that there is cause for blame in the school-room, but let not the blame be wholly laid upon the teacher; let each of the parents ask themselves if the cause did not originate at home. Let us not be too ready to believe the reports of the scholar, but visit the schools and judge of their character for ourselves, and show that we feel interested in them; much good may be accomplished in this way, with very little trouble to the parent. Could we take the interest in the schools that we do in our daily business, one point would be gained in the condition of our schools. Good manners are of vital importance, and should receive, at least some attention in the school-room; and no teacher should be countenanced who lacks these qualifications. The teacher should be one to command the respect of the pupils, and a model of virtue and good morals. We must not expect real success in a school without the aid of a faithful and competent teacher, whose main object is, not to gather the dollars and cents, but to accomplish much in a limited time. While endeavoring to furnish our schools with competent teachers, we must not forget our school-rooms; they should be pleasing to the eye, with comforts and improvements adapted to the age, and with all the appliances necessary to illustrate clearly every subject, which without them would convey no meaning to the mind of the pupil, and would soon be forgotten.

School Committee.—ELLIOT MONTAGUE, WILLIAM LESTER.

WESTHAMPTON.

Oral Instruction and Reciting in Unison.—We do not advocate the laying aside of books in any measure. What is in the books should be learned and learned thoroughly. But the teacher has, or ought to have stores of knowledge derived from observation and experience which cannot be found in books, especially the books used in our district schools; this he should communicate orally in such time and manner as may seem best, and repeat it until the child can call it his own. It is a mistaken idea that the only duty of the teacher is to teach so much arithmetic, geography or grammar. It is his business to do what he can to prepare his pupils for the duties of life, to become good and useful men and women—in short, to enforce the practical and moral as well as the theoretical.

For this purpose we advise that a few general exercises for the whole school be introduced—without however, restricting this kind of teaching to them—in which this object shall be made prominent, and in which, what the children have learned in theory may, according to the intelligence and good taste of the teacher, be practically applied. And let the pupils unite in these exercises as with one voice, since the activity of mind and enthusiasm thus engendered, materially assist a learner in grasping and retaining truth.

Scholars to be Encouraged.—It is not an empty boast to say that this town has been distinguished from its earliest history for the number of men it has furnished who have been called to fill the learned professions, and other important positions in society. Whether this result be due to an aspiring disposition inherent in the blood, to the stimulus of mountain air, to the peculiar isolation of our inhabitants from influences which might be considered adverse, or to all these causes with others not mentioned, we should expect to find them as forces operating still to produce the same happy results. Now it is peculiarly the teacher's province to keep an open eye on these promising children and youth; to discover and guide the first developments of genius and talent, or even worthy mediocrity, and to second in all possible ways, the promptings of an aspiring mind in a pupil. If this part of education is left to the parent, many a germ of mental and moral superiority will perish for the lack of a little fostering at the start.

Teachers, secure the confidence of your pupils; lead them to esteem you as their best friend; encourage them to tell you their trials and their hopes; convince them that your object is not merely to teach them book knowledge, but how to *live well*; quench no high aspirations with rebukes or indifference; turn the throbbing heart of youthful ambition in the direction of a noble life, and then let go the reins; and so you will be happy and useful in your work, and the world will rise up and call you blessed.

School Committee.—E. C. BISSELL, R. W. CLAPP, ELEAZER JUDD, Jr.

HAMPDEN COUNTY.

AGAWAM.

While there are those in our districts who are abundantly qualified to select a teacher whose attainments are such as they should be, they have not been elected to the office of prudential committee, and when elected have failed for some cause to secure the services of good teachers. Another prolific source of this evil lies in the feelings which are exercised by many towards the school committee, who are considered by them as a sort of despot, standing between the prudential committee and the district.

A teacher is engaged and comes before the committee for examination, whom they find deficient in qualifications. What is now to be done? If the committee refuse, for the best of reasons, to grant a certificate, they are immediately charged with injustice, or some bias against the candidate; and every method is taken to cast odium upon the committee. Now, we ask, is this right? Ought these things so to be? Instead of sustaining the committee in their honest efforts to raise the standard of qualifications, there are those who do all in their power to weaken their influence, and to bring them into disrepute. We make no complaints on this score, because we believe that our predecessors have alike shared in this opprobrium, and have had the same experience to a greater or less extent.

Another source of this evil is the strife which often attends the choice of the district committee, and which is sometimes stirred up by those who are least interested in the schools. Some one has a friend or relative whom he is desirous of securing to teach the school, and he goes about the district for weeks prior to the meeting for the choice of the committee, electioneering for himself or for some one he knows will employ his favorite, and forestalling public opinion in his favor; and he commonly succeeds. The result is that the candidate is employed without regard to ability or fitness, who comes before the committee, and they are expected to grant a certificate. Thus selfish ends and sinister motives enter into the account in a case in which the greatest disinterestedness and purity of motives should be exercised.

Now no one, in our opinion, has a right to engage a teacher, unless he knows by reputation, or from undoubted authority, that the teacher is qualified for the honorable and successful discharge of the responsible and arduous duties of a teacher's vocation. And much more, no one has a right to solicit a situation as a teacher, without a consciousness of possessing ability

to teach, or to remain in a school when his usefulness is at an end. Again the question recurs, what is the cause, and what is the remedy for these evils? Is it not much in the mode of procuring teachers?

School Committee.—ADDISON PARKER, SAMUEL FLOWER.

BLANDFORD.

The value and highest usefulness of the common schools of this Commonwealth depend quite as much upon those who patronize them, as upon the statute law; for if those who patronize these schools do not perform their duties, the law becomes nearly inoperative. Of this fact we were never more fully convinced than at the present time. The proof that the parents and guardians of those pupils who have met at our school-rooms the past winter for instruction, are in a great measure responsible for the condition of the schools, is no secret. Is a person ignorant of the facts, and who does not inform himself, competent for a judge? If a parent does not visit the school, how is he to form an opinion of the capacity and faithfulness of the teacher, or of the studiousness of the pupils? We do not think that the stories of the child, as a general rule, are to be taken as complete and full testimony upon which to form an opinion of the state of the school, because these stories are often warped by prejudice, and sometimes the facts are wilfully misrepresented. Parents are too prone to take the stories of their children on trust; consequently, many intelligent and conscientious instructors find themselves subject to suspicions that their moral power is diminishing, and also their usefulness, for which they are unable to account; hence they become disheartened, because wanting the proper stimulus for action. We do not wish to be misunderstood; neither do we desire to evade any responsibility properly resting upon us, or that the teachers should escape censure when they are remiss; yet there are duties and responsibilities which rest upon parents and pupils that cannot be ignored, and it is to these that we wish to call attention.

It is the duty of the parents to know whether their children are in the school-room, or coasting, skating, or engaged in any thing equally as foreign to the school-room. We are fearful that in some instances the parents have been sadly negligent in this matter, (for instance, District No. 1,) and that the schools have suffered in consequence. We are aware that it will be said that it is the business of the teachers to see to this difficulty, and so it is; but in some instances it is nearly impossible for the teacher to control this matter as it should be, and in all cases we know that it is not half as easy for the teacher to control it without as with the co-operation of the parents. The same remark is also true in reference to any general violation of the rules and regulations of the school.

School Committee.—E. W. SHEPARD, WILLIAM M. LEWIS, H. D. TINKER.

CHICOPEE.

Morals and Manners.—In our method of education, we should not forget the necessity for moral as well as intellectual training. The cultivation of virtue in the hearts of our youth is of prime importance. A cultivated mind, stored with all knowledge, and capable of the highest mental effort, is only the more dangerous if it be not controlled and directed by strong, moral principle. The teaching, therefore, and the inculcation of the principles of morality, the cultivation of refined and elevated feelings, of high and noble impulses, should hold a prominent place in our educational system. In every pupil there should be early awakened a love of benevolence, of doing good, and he should be taught to comprehend the important truth that his education, in its highest and largest sense, is but to make him better as well as wiser, and to increase and extend the sphere of his usefulness, and enable him to be wisely active in the promotion of every good thing, that his “life may be adorned by the practice of all the so called duties of philanthropy, love, and benevolence.” He should be early taught to discriminate between right and wrong, truth and error, wisdom and folly, and to cultivate a keen sense of all that is just and honorable. The whole chain of the moral virtues should be closely interwoven into the warp of intellectual culture.

In close connection with the teachings of morality is the inculcation of good manners. Generally speaking, refinement of manners is a sure index of elevated, noble, and generous feelings. They belong to a “high state of nature and culture.” Unrefined, coarse, and vulgar manners, untidy habits in person and dress, profane and obscene language, are but poorly compensated for, even by a cultivated intellect.

By the law of the Commonwealth, this branch is to be taught in our schools, and our teachers, both by example and precept, should impress upon their pupils the importance of cultivating lady-like and gentlemanly accomplishments, that they should be affable, kind, obliging, and polite; acquiring those habits and manners which add so much to the dignity and charm of social life. But while we say this, and urge upon the teacher the importance of not neglecting these duties, we cannot refrain from calling the attention of the parents to these two important subjects—good morals and good manners. The teacher can effect but little without your co-operation. While under his eye and influence the uncouth conduct, the immoral act may be restrained, but to eradicate these tendencies must be the work of an ever-abiding and acting principle of virtue and goodness, first taught and impressed upon the mind of the child by the teaching of the parent.

The school-room is not the only place where the child is learning lessons—lessons which are to shape and mould his character, to fix indelibly in the memory thoughts and impressions which will control and direct his whole course of future life, whether for good or evil. Every home is a school, and

the every-day actions, expressions, utterances, and opinions of the parents are having their steady influence upon the mind of the child. If we would have our children grow up with characters and dispositions which shall be virtuous, intelligent and moral, we must begin the work at home, and that too in the plastic period of early childhood. We must first ourselves inspire our children with an exalted idea of the love of truth, of honesty, of uprightness, and of strict integrity, and teach them in all things pertaining to both private and public life, always to be governed by a conscientious regard of doing that which is right. Nearer and dearer to us than all others, it becomes a duty which cannot be avoided or shifted, that these young "plants" are rightly trained in all virtuous principles, and as far as possible so watched that nothing shall come near to corrupt and pollute the heart and imagination. We should guard carefully over the "ears and eyes of our children," well knowing that "here, if any where, prevention is worth all the cures that human ingenuity can invent, and which seldom effect much, and can never restore what is lost." Beginning and continuing the work at home and around the fireside, and amid the sports of our children, cultivating in them a high moral character, we can safely trust them abroad. With hearts glowing for whatever is good, and true, and beautiful, keenly alive to all that is pure and virtuous, refined in mind and manners, they will instinctively shun corrupting influences, and avoid corrupting companions, and thus grow up in the true beauty of a pure, chaste, well-ordered and well-cultivated mind and heart.

School Committee.—P. LEB. STICKNEY, E. O. CARTER, B. V. STEVENSON.

MONSON.

Nothing is more essential to the success of a school than good government,—mild, decided, efficient, absolute control of the pupils on the part of the teacher. Without this, we care not how competent to give instruction,—how accomplished the teacher may be, the result is necessarily imperfect. If his pupils are not in subjection to him, if he has not the power to bring them into subjection, and maintain his authority as a wise and absolute governor in his little domain;—if there be any influence from without, or any imbecility in him, which releases any pupil from the feeling of subjection, so that the will of the teacher in their minds is not the supreme law,—then his power for good in that school is a broken reed, a mere shadow. This is a first principle in all good government, in the family, the school, the State. Any interference with such control or attempt to nullify or weaken it, either by direct resistance, or by outside influences tending to loosen its restraints, or render doubtful in the minds of pupils the right or the ability thus to control, is a wrong against the teacher and against the

school, against all who have any interest that the school should be successful.

There are two points touching the extent of the teacher's authority which deserve notice, viz.: in the school-room and out of it. Within the school-room his authority extends alike over all the members of the school. There he is sovereign, and is bound to maintain such a government over all its inmates as shall insure the great ends of a school. The State bases its appropriations from the school fund upon the number of children between the ages of five and fifteen years; but this neither excludes those over fifteen from the privileges of the school, nor, if they avail themselves of its privileges, does it release them from its rules and restraints; nor deprive the teacher of the right and the duty of enforcing subjection to school order. There is no such "higher law" here, giving to the older pupils immunity from a regimen imposed upon the younger. And the teacher who should be thus partial, would deserve the contempt of his employers.

In relation to authority out of the school-room, it is a principle established in our courts of justice, that the pupil is under the charge of the teacher from the time he leaves his home for the school, till he reaches that home again; so that for any truancy or misdemeanor on his way to or from school, and during recesses, as well as for any violation of school order, or leaving school without regular dismissal, he is amenable to the teacher, and legally subject to such discipline as he may deem proper and necessary to prevent its recurrence. When the parent sends his child to school he surrenders, for the time, his right to the control of the child, to the teacher, who in place of the parent is to instruct him for the State. The law does not recognize the right of the parent to withdraw the child from the school without the consent of the teacher; nor the right to withhold from the child the means of preparation for his social and civil responsibilities as a citizen, which the school furnishes.

The committee have, in previous reports, spoken of the importance, especially in our rural and sparsely populated towns, of district organizations, and of action on the part of the several districts, not only in the care of school-rooms, but by co-operating with superintending committees in relation to all the interests of the school. Their convictions on this point are not weakened by their longer experience.

The position of the superintending committee may give them some advantages touching the selection of teachers, which those less in contact with teachers cannot be supposed to possess. And of these advantages, prudential committees may easily avail themselves if they choose, by a little consultation; while the action of the district, thus assuming the responsibility of securing a good school, awakens an interest in it, which is the surest pledge of success. It is impossible that the responsibility of sustaining and perfecting our school privileges should be too deeply felt or

too widely diffused. It is not a matter for superintending committees alone to accomplish, nor one in which they have any interest separate from that of the parents and children of the locality where the school is opened. Every member of the community, every citizen, every man, woman and child, has a personal interest in having a good, energetic, well-governed, prosperous school; and when all the parties concerned, by manifest sympathy, by the word of encouragement, by decisive support of school government, and by mutual and harmonious co-operation, combine together to secure this end, it CANNOT FAIL.

Superintending School Committee.—C. B. KITTREDGE, JOHN P. CADY, JAMES TUFTS.

SPRINGFIELD.

In surveying the objects and pursuits which, for the most part, form the subjects of study and the common routine of exercises in our schools, we think there will be found some deficiency in the attention that is rendered to what may be called home knowledge, or that which relates more directly to our own Nation and State—to the governments, constitutions and laws of the same—our national and state history, embracing the leading events of each—our institutions of various kinds—the different branches of industry, &c., &c. And it will not be denied that there is not that proportional attention given to these home matters, either in our schools of high or subordinate grades, which their relative importance and immediate interest to all would seem to require.

Instructions on these subjects may be given incidentally as they are found connected with the regular branches of study in the school; and this is the only way in which they are given in most of our schools, and that, too, in a very meagre and imperfect manner. Or, they may be made the subjects of regular study and recitation, as much so as the common branches of grammar, geography, &c., and this undoubtedly should be the case in the schools of the higher grades. Or again, they may occasionally occupy the attention of a school in those general and familiar oral exercises of which we have before spoken; and this mode may be adopted with advantage in most of the schools, though the instructions given in this way must necessarily be quite limited and imperfect. Yet it is of the highest importance that every American youth should in some way be so far instructed in relation to the topics specified above, and others of a kindred character, that when he comes to maturity of years, and takes the place and character of a citizen, he may be possessed of that degree of knowledge concerning his social relations and duties, as will qualify him to perform well his part as a worthy and intelligent member of the community.

As language is the great medium of thought, and especially the main instrument in imparting the instructions of the school-room, it is of much

importance that children should learn as early as possible to use it correctly and with facility. There are various ways in which this may be done in the intercourse and exercises of the common school. A few of them we will designate.

In the first place, the teacher herself may do much in securing this object by always scrupulously using, in her intercourse with her school, refined, correct and appropriate language. The teacher is usually regarded by her pupils as a model in respect to intellectual gifts and attainments. Hence, if her language is uniformly such as it should be, her pupils will be very apt to imitate her in this as well as in other respects. But if, occasionally, she allows a coarse, vulgar or ungrammatical expression to escape her lips, the imitation is just as sure in this, and rather more so, as in the former case, and the effect cannot be otherwise than injurious to her pupils. We have known teachers, otherwise capable and faithful, and who moreover, had, as supposed, a good knowledge of the principles of grammar, fail in this particular, apparently through mere carelessness or inadvertence.

Secondly, by uniformly requiring accuracy and correctness of language in all the recitations and other exercises of the school, and even in the conversations that occur between the teacher and the scholars, or between the scholars themselves. Some teachers allow errors in language made in the course of recitations, to pass uncorrected, if the recitation is otherwise accurate, ostensibly for the reason that the subject of grammatical accuracy is not then under consideration. But it should be remembered that it is by use and observation, quite as much as by direct instructions, and perhaps more so, that the habit of speaking and writing correctly is acquired and confirmed. Hence no errors in language should ever be made in the school-room without being noticed and corrected by the teacher.

Thirdly, by habituating the pupils to the frequent exercise of the power of language in narrating occurrences and events in their own words, and by reciting also in their own language the daily lessons which are required of them. Some teachers always insist that their pupils shall follow implicitly the language of the text-book. This is right, so far as the accuracy of rules and definitions is concerned; but here the practice should end, and the pupil be permitted and required to recite all other portions of the lesson in his own words, as well that it may appear whether he has a clear understanding of what he has learned, as for the sake of cultivating the habit of using language with fluency and correctness, and without embarrassment. For the same reason, the practice of reciting by topics is a very useful mode of conducting the exercises.

It is too often supposed that the primary object of education is the mere accumulation of knowledge; whereas this forms but a subordinate and inferior part of its scope and design. As the word in its literal and primitive sense denotes, the first and right aim of all educational efforts is to develop

or draw out the natural faculties of the mind, intellectual and moral, and by a suitable cultivation, give them such habits and powers of action as will fit the individual to fulfil the high purposes of life, whatever may be his position in society. And the knowledge that is acquired, as collateral to the main object of education, is indeed valuable in itself, but more so as it furnishes the materials of thought which the mental powers, so developed and cultivated, mould into shape for the various applications and uses for which it is designed.

In pursuing the great ends of education, as indicated above, the teacher of youth will earnestly endeavor, as a matter of supreme importance, to impress upon the pupils under his charge, an abiding consciousness of their individual responsibility in reference to every thing that concerns their own education, and deeply to engraft on their minds the conviction that their teachers can do little more for them than to point out the right way, and encourage and urge them by the strongest motives to pursue it, but that after all, in accomplishing the main object in view, the work must be all their own—that in all cases “success is a duty,” because in all cases attainable, if the appropriate efforts are put forth. In this way a habit of self-reliance will be formed and established, which will not only be useful to the pupil in the pursuits of learning at school, but of inestimable value to him in all the duties and responsibilities of his future life.

And there are other habits, intellectual and moral, analogous to this, of like importance, which the teacher should constantly aim to form and cultivate in his pupils. Such, for instance, is the habit of attention, or that power of the mind to concentrate its undivided attention continuously upon a single subject or train of thought—a habit that in most cases marks the difference between the diligent and the idle, the successful and the unsuccessful scholar.

We might mention also in this connection, the habits of observation, of industry, of accuracy in thought and language, of order, punctuality and neatness, and others of a like kind—all which are conducive to present success in the school, as well as of lasting value to the scholar.

But the faithful teacher will go farther, and seek by every means in his power to guard his pupils against all those immoral influences which more or less infest their paths, so as to secure them against the formation of corrupt and vicious habits, which too often more than overbalance all the good that is obtained at school. And, moreover, it will be his constant endeavor to cultivate in them those amiable qualities of mind and of temper which adorn the moral character, and eminently fit them to become virtuous and worthy, as well as intelligent members of the community.

It is a mistaken notion that is entertained by some teachers, that their province is simply to instruct their pupils in the branches of knowledge taught in the school, and that beyond this they have no responsibility; as if

the child had not a moral as well as an intellectual nature to be cultivated and trained.

The formation of character is a process that begins at the early dawning of childhood, and is continually going on, under different associations and influences, as the child advances in life—gathering elements of good or evil from every thing that encompasses his path. And first of all among these agencies, in most cases, is the home of the child. But next to this is the school; and here the teacher, placed at the head of the little band of pupils under his charge, controlling, directing and regulating all their movements for six hours each day, must exert a strong and lasting influence in reference to their future character and destiny. And if he is faithful to his trust, he will not be content with efforts in this direction of a merely negative or incidental nature, but will eagerly embrace every opportunity, by counsel, direction and influence, to guide them in the ways of truth and of virtue.

Chairman.—JOSIAH HOOKER.

High School.—Among the miscellaneous exercises of the school, the “debating club” has been sustained through the year. The large withdrawal of members belonging to the graduating class at the close of the winter term, deprived the club of a large number whose mature minds and experience in extemporaneous speaking had deservedly given the association a high reputation. With a comparatively small number of former members remaining, and a large accession from the entering class, the club has been obliged to start from a lower point and work its way upward; yet, the progress has been satisfactory, and the results evidently profitable.

It has been pleasant to observe the progress of boys, who, in their first attempts could scarcely stand up before the school and utter half a dozen sentences intelligibly; but, after a few months’ practice, were able to speak with deliberation and self-possession, utter their thoughts in appropriate language, and often present a force of argument worthy of maturer minds. Many questions have been discussed which required extensive historical reading and investigation, an intimate acquaintance with forms of government and conditions of society in different countries, with current events in politics, the arts and sciences, education, a comparison of the past with the present and the probabilities of the future; all of which have had a favorable influence in enlarging the scope of mind, and urging it to an investigation of a great variety of subjects, which would otherwise have passed unnoticed. That it is a valuable exercise, not a doubt can exist; but its utility to the pupil, like all departments of study, must depend mainly on the interest and thoroughness with which he engages in it.

The exercise, which we designate as the “recital,” has been continued with very satisfactory results. Its influence in enabling the pupil to comprehend a subject, to condense the matter of a volume, or select leading

thoughts, arrange them in proper order, and present them in the pupil's own language, in a distinct, appropriate style, with a proper degree of self-possession, cannot be surpassed by any school exercise. By the selection of suitable subjects, no exercise can be made more interesting or instructive to the hearer. The materials collected by the speaker become indelibly fixed in his mind by the effort required in so learning facts and statements that he can present them intelligibly to the audience. But beyond this, the acquisition of command of language fully compensates the pupil for all the time and effort required in the preparation of a subject.

The ability to use language correctly, with elegance and fluency, in the communication of thought, is of the highest importance to every rational being. Without it, one's usefulness is limited and enjoyment diminished. Language is the co-partner with and exponent of our thought. Its degree of perfection has ever been the distinguishing mark of progress and refinement among nations, as well as individuals. Its cultivation should be very prominent in the instruction of children.

The leading fault in our teaching language is that thorough instruction is commenced too late. The common impression is that the child must wait till he can comprehend the technicalities of grammar. It is because he is obliged thus to defer, that the study of grammar is so repulsive and incomprehensible. Let the mother begin in the nursery to teach the little one how to tell a story; let the primary teacher give it an exercise frequently in the relation of events, and in writing the simple thoughts of the child, with accuracy of expression in view; let the higher grades of the school make it a common exercise, and little would be heard of those bugbears, "grammar," and "composition writing," in the later periods of education. Both oral and written exercises should be required, often, in all grades of our schools. "The recital," in the form of a description of objects or events, or giving an account of what the child has read, is practicable in any school.

The "One Daily Session."—The expediency of having a brief intermission at noon, for the purpose of obtaining an early dismissal at the close of our daily duties, having been freely discussed of late, both privately and through the press, I deem it proper to present a brief statement respecting the practice, in the High School, which is now of several years' standing.

A large number of our pupils come from remote parts of the city, who cannot go home at noon, during the winter, the only season of the year when we have the "one daily session." Formerly our noon recess was an hour and a half in length, the school closing at half-past four o'clock. The average number of those who were accustomed to remain during the "noon time" was about thirty. In addition to the necessity of leaving home early in order to arrive at school in season, they must remain not only through the six school hours, but through an additional hour and a half, making

their school day seven and a half hours, with the addition of a long walk after their labors were done. In the winter the sun sets near the usual hour of closing school; twilight is short, and even in fair weather, these pupils can scarcely reach home before dark, and in cloudy, stormy weather, the evil is greatly aggravated. It has been a common remark of pupils that they generally "go home by star-light and gas-light."

To remedy these inconveniences, the proposition was made to adopt the one session plan. It was suggested and urged by both pupils and parents. In order to ascertain the views of both parties, the pupils were charged to consult their parents and then state in writing, whether they were for or against the change. The pupils were likewise to express their own preferences, in writing, at the same time. The result was that, out of some hundred and fifteen scholars, not over a dozen objections were made by themselves and parents. All who did object to a short recess were allowed extra time to go home and return without unnecessary haste.

The written replies, and the arrangement made for those who required more time, were presented to the school committee for consideration, who concluded that, under the circumstances, it was expedient that the experiment should be tried. Thus the "one session" had its origin.

At the commencement of each subsequent winter term, the question of change has been settled by a vote of the school; and pupils are always charged to make known objections of parents wherever they exist. It is no proposition of teachers; their opinion was, at first, decidedly opposed to the measure. They have only conformed to the wishes of others, in the belief that the best interests of the school would be promoted by so doing.

Among the reasons in favor of "one session daily," the following may be named:

1. The pupils, mostly misses, living at a distance, are not obliged to grope their way home in the dark.
2. It saves the necessity of "killing time," during the long and tedious hour and a half at noon; and removes the deleterious influence arising from the gossiping and trifling which an idle hour will naturally produce.
3. It gives ample time for out-door exercise by daylight, after breathing the confined air of the school-room through the day.
4. Many parents can have the assistance of their children near the close of the day, which they must otherwise forego, or request their dismissal before the duties of the day are finished in school.
5. Many pupils find, by this arrangement, a convenient opportunity for "practice" in music, which otherwise they must obtain in the evening, after a confinement of seven and a half hours in the school-room.
6. It affords a convenient opportunity to the principal of the school to hear rehearsals, and perform other duties, for which time must be found out of school hours, at least three days in a week.

7. The last half-hour, after four o'clock, is more than half of the time nearly useless, on account of approaching darkness; and pupils suffer great inconvenience in attempting to study, and by so doing expose their eyes to serious injury.

Principal.—A. PARISH.

WESTFIELD.

The Evening School for adults has been held eleven weeks, for three evenings a week. It has been in general interesting, orderly and progressive, and does good service in affording an opportunity for those who have fallen behind in their education to recover their lost ground. Four regular teachers, besides the principal, have been employed in the instruction of fifty-three pupils. Owing to the destruction of a large part of the books by the fire last winter, in the the town hall, provided for this branch, it has been necessary to procure more new ones than usual. The whole expense, including this item, is one hundred and six dollars and ten cents.

School Committee.—SAMUEL FOWLER, E. DAVIS, H. B. LEWIS, M. L. ROBINSON, G. G. TUCKER, J. R. BAUMES.

WEST SPRINGFIELD.

The condition of the schools during the past year has been better than it has been for many preceding years. Since the committee have been vested with the power to contract with teachers as well as to pass judgment upon their qualifications as such, they have studiously labored to promote the interests of the several schools, by placing over them persons of superior abilities and attainments, and when this has been possible, of experience in teaching, and they are persuaded that at no former time for many years, have the winter schools been under better discipline, or exhibited more gratifying results.

This is not said in disparagement of the faithfulness of the prudential committees, or of the labors of those teachers whose services they have secured. Nor is it meant that in every instance the school committee have been satisfied with the methods of instruction and education pursued by the teachers whom they have engaged, nor yet with the results secured under their direction. What is meant is this: that in nearly every case in which the committee have, either from necessity or choice, made a change in the teachers, such change has been connected with an improved condition of the school where it was made.

It has been proved to their own satisfaction, if not to the satisfaction of others, that a committee will be able to do more for the cause of education, so far as this is connected with our schools, when the whole work of choosing

and appointing teachers is committed to them, than can be done when the work is divided between themselves and another class of officers.

We think the working of the law which required the school committee to contract with teachers, proves it to be a wise and desirable one. And yet it is to be remembered that the law has been in operation but a few months. Its real merits cannot be determined by so brief a trial. No committee in this short time could effect changes and introduce a system of management which would fully show its beneficial working.

The idea of an Education.—Every workman should have a correct idea of the nature of his work, in order to perform it well. If this is true of the farmer, the mechanic, or the merchant, much more must it be true of the parent, the teacher, or any others who have to do with the education of youth.

So long as our idea of this important work is merely that of instruction in the branches of study pursued in the schools, or the college, it is radically defective. It is indeed immensely important that the mind be furnished with facts and truths in every department of knowledge; and the person who can easily and successfully convey them to another, is capable of doing great good. But it is yet more important and is a far better work to draw forth the mind itself, so that it shall not only receive what another conveys to it, but shall itself observe, analyze, classify, reason and create. In the former case it is a good storehouse, in the latter it is a living power.

But this fundamental idea of an education should be extended so as to embrace the whole man. Not only the intellectual capacity, but the moral, the social, the esthetic, and the physical, should be thus developed, and developed in harmony. Whoever has the education of a child entrusted to him, is performing an immortal work. It is his solemn duty to strive to educate the moral faculty to discriminate between right and wrong, honor and baseness, benevolence and selfishness, and to choose and to practice, in each case, the former of these virtues.

It is his duty to call forth, if this is possible, a love of all that is fair and beautiful in things, in actions, and in character; and it is his duty to see that the physical powers are duly cared for and properly exercised.

It is plain, therefore, that whoever or whatever has the effect to quicken and develop the powers of the child or of the man is an educator. Parents, street and school companions, objects of nature and of art, as well as teachers, possess this educational power.

From these truths we deduce some obvious inferences which bear directly upon our connection with the public schools, and our duty in regard to them.

1. The children and youth in these schools should be committed to the care of only highly intelligent and conscientious persons.

By this we mean that teachers should be thoroughly acquainted with the subjects which they are required to teach, and with the mental and moral constitution of the child, as well as with the best methods of engaging and calling forth his powers ; and he should labor faithfully to do well the work entrusted to him. Among those who call themselves teachers, there are multitudes who are not fit to teach, and who will do more injury than good. It is the duty of school committees to decline the services of all such.

2. Another inference is, that all the objects presented to the eye of the child at school should be such as are pure, tasteful, and refining in their influence.

The school-room should be neat and beautiful in its structure, arrangements, and adornments. Works of art should hang upon its walls in place of the carvings and pen-and-ink sketches which so often disfigure them. The house should be surrounded by a lawn planted with trees, and shrubs and flowers. It should be made as pleasant and attractive as a private dwelling with its surroundings should be. How far our school-houses are from conforming to this ideal, every one can readily see.

3. A third inference from our main thought is, that there should be the heartiest co-operation of parents with teachers, and with committees, in the noble work of educating the children.

All the educational power of the parents which can be reasonably exerted ought to be given to the assistance of the teacher. Some parents seem to think that their work and that of the teacher are so entirely distinct, that they are under no obligation to aid him. Others find no difficulty in placing themselves, upon the slightest grounds, in an attitude of opposition to him, and in laboring to defeat his best plans.

Some of the modes in which parents can essentially aid the work of the teacher are the following :

(a.) By regarding it as assisting them in their own.

(b.) By using their authority and influence in securing the prompt and regular attendance of their children upon the duties of the school, and by upholding the discipline of the teacher in it.

(c.) By occasionally visiting the school, thus expressing their sympathy and co-operation in a manner which greatly encourages both teacher and pupils.

(d.) By allowing the teacher to determine what studies their children shall pursue, and the rate of advance in them.

Much evil is often done by an improper interference in these two respects. There is an unwise and very injurious impatience on the part of some parents that their children should enter upon the higher branches taught in our schools, long before they are qualified to do so, and the same impatience is manifested to have them rush through a particular study at a rail-

road speed. It ought to be understood that the teacher is ordinarily better prepared to determine these points than most parents are, and they should be left to him and to the committee, subject only to friendly suggestions and advice.

A failure to keep this principle in view and to act upon it, has often wrought much evil to the scholars immediately concerned, (exciting feelings of insubordination and retarding seriously their progress in their studies,) and to the entire school with which they were connected.

(e.) One other inference from our premises deserves particular notice. If the education of our children in the public schools is so important, and requires qualifications of so high an order, then the policy of hiring teachers at a low price, and of creating little neighborhood schools of only a dozen pupils, or less than this number, is a destructive one.

Thoroughly qualified teachers deserve to receive and can command a good salary. To refuse to give it is to deprive ourselves of their services, and restrict our choice to such as are inferior in capacity or attainments, or in both. Whether this is wise or is even good economy, we think few persons of common sense can find it difficult to decide.

The same evil, however, must result from the small schools, to which reference has been made. Such schools commonly cannot afford to pay the salary of the best teachers. They are shut up to the necessity of taking inferior ones, or of making their school terms quite short. Of these alternatives, the short term is undoubtedly to be preferred. But all districts do not so judge, and prefer a school of less excellence and longer continuance.

Equally obvious, now, is the truth of the remark, that teachers of inferior qualifications should not be placed over Primary Schools.

It is often thought that one who can teach in reading, writing, spelling, and the first principles of arithmetic and geography, is sufficiently qualified to be entrusted with the education of twenty, thirty, or sixty children under eight or ten years of age. The error of this opinion is certainly great and injurious in its working. If any pupils need the care and educating power of a person of thoroughly disciplined mind and heart, and of engaging manners, they are those who are receiving their earliest and deepest impressions at this very susceptible period of life.

School Committee.—T. H. HAWKS, RILEY SMITH.

WILBRAHAM.

The statute provides that a town may, at any time, abolish the school districts therein; and further, requires that "every town divided into school districts shall, at the annual meeting in 1863, and every third year thereafter, vote upon the question of abolishing such districts." See Gen. Stat. ch. 39, sect. 4.

In case you should vote for the change, the effect would be, in general, to erase all district lines, and put the whole management of all the schools into the hands of the town at large. Your committee deem it proper to call your attention briefly to this subject. We wish, at the outset, to bespeak for it an unprejudiced, impartial examination.

Do not be alarmed at the sound of the word abolition, it proposes to abolish nothing without repaying that which shall be of more value.

Do not think your personal interests are to be left uncared for, the object is to guard all those interests with increased vigilance.

Above all, do not allow your honest eyes to be so blinded by unworthy prejudices, but that you can look candidly at both sides. We ask only that you consider as independent men the probable effects of the contemplated change, and are entirely willing to leave the decision with yourselves; we would not, if we could, put the responsibility elsewhere than on the vote of the whole people.

In answer to a possible objection about the transfer of district property to the town, the statute provides that not one dollar shall be taken without an equivalent return. All such property in the various districts is to be appraised and paid for out of the town treasury. Gen. Stat. 221.

Another objection has been made, that the new system will give the district no voice in its own concerns, because it does not allow them to vote for a prudential committee man. In answer to this let it be remembered, you will all have an equal voice in the election of the town committee; if there should be a member of this committee in each district, you would without doubt, have his nomination in your hands, if not so many, you would each have your representative in turn in the board,—and if you are served by the same man under the new system as under the old, what possible difference can it make whether you call him prudential committee or superintending school committee!

Is it the title which inspires confidence? can no one serve you faithfully and wisely unless he wears this very excellent prefix *prudential* to his name? The objection amounts to little, if any thing, more than this, and cannot, we think, have much influence with thoughtful men.

Probable Advantage of Abolishing Districts.—1. We should avoid the constant trouble about the legality of the action in school meetings, and indeed about the legal existence of the district itself.

2. Under the contemplated system we shall probably be better provided with school-rooms. Differences of opinion in a district may now delay erecting, or repairing a school-house, and the quarrel is kept up till the old house tumbles down. If the whole thing were a part of the regular town business, we should expect to have timely and efficient action.

Again, there are districts in every town whose pecuniary means are unequal to the erection of a suitable building, without great self-denial. We

propose to make common cause with them, and help them to as good a house as their neighbors have. To the town it is a small matter; to the district it may be a very oppressive burden.

To illustrate this point of better school-rooms, we refer you to the fine brick buildings recently put up in the outskirts of Springfield, which certainly would not have gone up under the district system. Our friends at Sixteen Acres certainly have reason to rejoice in its abolition.

3. We think that by putting the whole thing into the hands of a competent superintending town committee, who would, of course, be chosen for a longer period than the prudential committee are chosen, we should find a double advantage in the matter of securing teachers. This committee would have the means of securing better teachers and more permanent teachers. Better teachers, for their previous experience will have given them a wider acquaintance with teachers, and more skill in making selection. No committee-man can do so well the first year as the second, nor the second year so well as the third. Better teachers, because it will secure more independent action—the full board will be a check upon each member. All matters of personal favor, cousinships, “axes to grind,” which have too often stood in our way, and which always will stand in the way of individual action, however honest the man, will be swept out of sight, in comparison with the vastly higher interests involved—the careful and judicious training of your children. More permanent teachers;—no school can do very well under a frequent change of teachers. This has been one of our greatest difficulties the past year, yet on our part unavoidable.

Under the old system the teachers were selected by the prudential committee-man chosen in March or April. During the year he is trying experiments; he may be accounted successful, if by the third term he is able to fix upon one who is a good instructor, whom he would like to retain, with whom the whole district are pleased. But just as he is ready to begin to do his work to real advantage, the annual meeting comes round, and a *new* committee-man is elected. *He* has some “very particular friend,” or he would like to try in his turn a few experiments with cheaper teachers, and the well tried, the proved, the faithful instructor must give place. Or if he *desires* to employ her it is too late, she is already engaged to teach in a neighboring town before his election.

We do earnestly advise and hope that power may be lodged somewhere, to contract with a good teacher when we find one, for a term or two in advance, that the prudential committee may not be obliged to say when the year closes, two weeks before school meeting, “we cannot tell whether we shall want you again.” We ought not to run the risk of so great loss.

Moreover, if the towns about us have this power of selecting for the year in advance, they will snatch up the best teachers, and we shall be left to do as we can. Certainly we shall be thus robbed, if they pay more liberally.

To secure better teachers, and more permanent teachers, we advocate the existence of *some* body of men who shall have authority to lay hold of tried and experienced teachers, and secure them as a prize for Wilbraham!

4. We advocate the system proposed, because it is so completely and purely democratic. It sets no one above another, it gives no one superior advantages over another, it puts all citizens on the most perfect equality possible.

Under its working the children of all the families in town will have equal advantages of school. Now it is not so. Now there may be two men who pay an equal tax, say ten dollars each for schools, of course they should have equal advantages. But one lives in district A, the other in district B. The former can only have five months' schooling, the latter ten months. Is this equality? Suppose there were no districts in town, and the authorities should come and run a line just by the side of your door-yard, and say to you, "Sir, we are endeavoring to increase the benefits of our common schools, we have established a line close by, and have placed you on the north side, and because you are on the north side of that line, for no other possible reason, you can have hereafter only twenty weeks of school. Your nearest neighbor is on the south side of that line, and simply because he is on the south side he shall have forty weeks in the year." How long would you submit to that?

Yet this is just the state of things you are living under with the old district system.

As the tax is levied equally upon all parts of the town for the express purpose of educating the whole mass of the people, without distinction, there should be equality of privileges. We want all tax-payers, and all poor people, and all communities to have an equal length of good schools, which would be secured under the new system, but which never can be secured under the present one.

Superintending School Committee.—WALTER HITCHCOCK, H. M. SESSIONS, J. P. SKEELE.

FRANKLIN COUNTY.

CHARLEMONT.

Most of the schools in town have, in our opinion, made commendable progress. Teachers have generally proved themselves competent to the task they have undertaken, and manifested a good degree of interest and fidelity in the work in which they have been engaged.

Your committee cannot avoid presenting for your earnest consideration, as was done in the report of last year, and as has been done on some former occasions, the subject of the districts. While we have not on any occasion, and would not, with our present views of the fitness of things, advocate the abolition of the districts, still, we think some change should be made in this respect. If the expression may be tolerated, small districts are a great evil. We have thought much upon this subject, have both seen and felt the evils of our present condition; and though we forbear at this time to present any plan for a new arrangement, we are decided in the opinion that the town should be re-districted, and we urge this subject upon the consideration of the people, hoping that the initiatory steps for its accomplishment will soon be taken.

Even at the risk of remarking upon trite and hackneyed topics, we cannot refrain from mentioning the subject of personal attention on the part of parents and guardians, to what passes in the school-room. It is a rare event, an unusual occurrence, during the term, and as regards some schools, even at their close, when the shadow of father or mother darkens the door, or falls inside the school-room, where their presence, their smiles, and a few words only of encouragement, may add light, joy and gladness, both to teacher and scholars. These school-rooms are the nurseries of thought, of feeling and of action, where is laid the foundation of the future usefulness, distinction and eminence, both of the private citizen and the public statesman.

School Committee.—STEPHEN BATES, SENECA PARKER, A. P. MAXWELL, Jr., JOHN VEBBER, E. D. HAWKS, CHARLES B. MAYHEW.

COLERAINE.

To secure such an education, (so far as the agency of the school is concerned,) the first grand requisite is the employment of the right kind of teachers. And to find such, we need the guidance of enlarged and just views. It does seem as if many looked only for a teacher whose *terms* in the first place, were moderate, and who, having been able to “pass an examination,” can keep decent order, and go through the routine of exercises in the school-room, turning the machinery there with regularity, according to established and immemorial usage. Now they may, by mere favor of Providence, secure a good teacher, as “some have entertained angels unawares.” But they will probably get one of that sort that make the progress of our schools slow, do some little good, and much harm, and make a great deal of hard, unpleasant work for any really good teacher that may succeed them. We will take an extreme case, that the principal faults or deficiencies may be grouped together under one view; and we will use the feminine pronoun, as nearly all our teachers are ladies.

For what reason she whom you have installed as mistress of your school is called a teacher, it is hard to say. In reading, for example, all her care is bestowed to keep the little folks in line, and prevent those grimaces and queer attitudes that they are propense to when standing up and waiting listlessly for their turn to come to read. Now and then, to be sure, she corrects a mispronunciation or supplies an omission. That is all. She hears the class; but that is not teaching. No frequent and animated examples of correct reading are given—no critical drilling on difficult passages till they can execute them perfectly—no free discussions to cultivate their taste, inform their judgment, and inspire an enthusiasm to reach the highest attainments in this divine art. In the other branches she hears the pupils recite from memory the lessons given them. So do those about them, only not with book in hand. But hearing simply, we repeat, is not teaching. Memory is almost the only faculty cultivated in this way. The other and nobler ones are not called out into useful, vigorous and delightful action. The principles of science are not explained. No care is taken that they clearly understand them. They are continually allowed to use terms without knowing any thing of their meaning. Question them and they are blank. In short, they are not trained to think, to investigate, to judge, to reason—which is the most essential thing in education. Her own mind is not so disciplined by hard study and stored with various knowledge as to fit her to educate—i. e., to draw out and develop the mental faculties of her pupils. If our teacher does not hold so slack a rein that the children do pretty much what is right in their own eyes, she adopts a kind of government, viz.:—that of force and fear, which is, perhaps, as mischievous as the noise and confusion that prevail when there is no government at all. She is determined to have order—that she is. But she has not those qualities that secure obedience. The character, the self-respect, the polite and courteous manners, the calm dignity joined with great decision, the good common sense, the warm and ever-flowing kindness, the love of children, and the purpose to do right and to do them all the good she can, so strong that every pupil feels it,—these she wants. Such a character, the ground of moral influence, and which almost alone, without severity or the authority of station, is sufficient to secure obedience, she wants. And so you see her, much of the time, with frowning face giving vehement orders, scolding and finding fault. Let us not be misunderstood. Reproof is a serious thing. It is not weak, despicable passion venting itself in bitter words that only stir up wrath and hate. But it is truth and righteousness calmly speaking to the conscience of the culprit. It is often more effectual than corporeal punishment, and, to a great degree, supersedes the necessity of it. But having never acquired self-control, our teacher falls frequently into fits of impotent anger. The *eye* of some teachers is sufficient to quell, instantly, any little disorders that are rising.

A glance carries the full effect, with the speed of light, to the farthest corner of the school-room. But *she* is obliged to spend much of her time and strength that ought to be spent in instruction, running about everywhere, cuffing this one and that one, shaking them, pulling or pinching their ears, or giving them blows with a stick—for she usually carries in her hand a rod or ferule—ruler, the children call it. This sounds like a bitter joke, but it is a serious truth. The real *Ruler* of that school is that bit of wood. This is government for savages, not for civilized and Christian people. She works hard, and worries herself, and gets very tired—poor thing! But what good is done? You make a call on her school and, seeing that by dint of effort, bustling about, chiding sharply, rapping and pulling about, she preserves a tolerable degree of order, and that the lessons are recited with a considerable degree of correctness, you ask—“Don’t you think they are learning pretty well?” Yes, sir, we answer, as fast as any school in town. And we will tell you *what* they are learning. All but the best natures among them are learning to hate study, to hate control, to be shrewd rogues, to hide mischief adroitly, and to become subjects of the baser passions. They are learning ill manners, and worse morals. ’Tis true, something else is learned; but not enough to counter-vail these evils.

School Committee.—HORATIO FLAGG, O. J. DAVENPORT, O. B. CURTIS.

CONWAY.

Your committee are happy to say that they see indications that parents are becoming more interested in our schools. If we may judge from the comparative number of visits made by them to the schools, there is an increasing disposition among them to know for themselves how the teachers to whom they have entrusted their children—their most precious earthly treasures—are discharging their duties. If the same warm, cordial interest in our schools, which is manifested by some, were universal, it would, we believe, make our schools fifty per cent. better before the end of another year. Yes, we venture to say that a cordial sympathy with teachers manifested by parents, not by talking of their faults before the children, not by encouraging children to report every error and every mistake of their teachers, as food for the omnivorous spirit of tattling, but by kindly suggesting improvements in private conversation with the teachers, by endeavoring to co-operate with them in promoting order and subordination, and by conversing with the pupils about their lessons, and aiding them to overcome difficulties, and trying constantly to raise the standard of moral principle in their minds higher and higher, there might be in our common schools an improvement during the coming year, that would surprise both parents and teachers.

Many of our districts need longer schools. In some of the remote districts, the number of pupils is so small that their school money does not enable them to have a school more than four months in the year. Nor is this the only disadvantage. It is far more difficult to excite and maintain animation in the pursuit of knowledge, in a school of six, than in one of twenty or thirty pupils. If some of the smaller districts could be united on satisfactory terms, their schools would probably be longer and better.

School Committee.—JOHN CLARY, ROBERT A. COFFIN, GEORGE M. ADAMS.

DEERFIELD.

Parents, however, may be supposed to be specially concerned about this matter. With them the proper management of the school must be regarded as of very high moment. To secure this they, most of all, may be expected to co-operate in every possible and wise way.

In the first place, the teacher coming among them, it may be an entire stranger, has strong claims upon their friendly sympathies and confidence. Such an one should be received as a friend, one who is to have a common interest, and labor for and with them in a most important work.

But how often, before even beginning the duties of the school, is the heart of the teacher chilled and discouraged, with expressions of coldness and distrust, with intimations of preference for some one else, or by such commendatory reference to the last teacher as to imply that the new comer is regarded as altogether inferior. And so the term begins, not as it ought, with hope and courage on the part of the teacher, but with a sinking of heart, and a flagging of the energies, which in the nature of things must be detrimental to the interests of the school. There have been instances of this very kind in the town during the past year. Teachers have begun, and gone through with their allotted term, laboring all the way under such discouragement. From first to last a dark shadow lay along their path.

If possible, let there be common cause, a common interest, and full sympathy between parents and teacher in all the affairs of the school. When the latter has the countenance and co-operation of the former, it will be like sunshine amid all the trying duties and cares of the school-room, inspiring with courage and hope, and making sure almost of success.

But teachers too have a part to act in this matter. They should seek, even as they need, the sympathies and co-operation of parents. They should as far as practicable, on entering upon the duties of a new school, seek the acquaintance of the parents, exhibiting a friendly and conciliatory spirit; and while they continue among them endeavor to cultivate as much as possible relations of friendship and confidence toward them. By their whole manner and deportment they should show, that they make common cause with them in advancing the interests of those who are entrusted to their care.

School Committee.—R. CRAWFORD, P. K. CLARK, J. K. HOSMER.

HAWLEY.

Teachers.—There is no position of greater responsibility than that occupied by a teacher of a common school, as the influence upon the young mind is immense. One who has been much interested in common schools, remarks that, “Unrefined manners, uncouth expressions, undignified and trifling conduct, or untidy and negligent habits, cannot be compensated for by a knowledge of the sciences, or even this in addition to an unobjectionable moral character. In human intercourse every element of moral character is an educator.” Committees cannot be too particular in the selection of those who are to exert so great an influence in forming the character and moulding the habits of the rising generation. Refinement of manners, high-toned moral sentiment, and a love for the true and beautiful, should never be wanting in those whom we select. Parents often do the teacher great injustice, and the school irreparable injury, by taking an unwarrantable liberty of speech. They watch and question closely for some cause of offence, and when they have once found such cause, whether real or imaginary, instead of investigating the case, they are free, full and loud in their expressions before their children and others, and in some instances they have taken their children from school without having once visited the school-room, or even exchanged a word with the teacher on the subject, placing implicit confidence in the garbled views of those whom the teacher has found occasion to reprove. Parents have in this way crippled the energies of many sterling teachers.

School Committee.—B. E. SMITH, JOHN VINCENT, CHARLES CRITTENDEN.

HEATH.

In view of the small number of scholars in this school, as well as in all our schools, we would call the attention of every friend of education in town to the subject of our small schools, and suggest the propriety of some change in our system, either by a total revision of our districts, or by abolishing them as the law provides, and thus bringing the whole matter of division of school money and school-houses more directly before the town than it is at present.

Your committee look upon order as the first law of nature and of a school, consequently we have impressed its importance upon the teachers the past season, and we are happy to say, in most instances they have endeavored to enforce it; yet in so doing the teacher not unfrequently has a large claim on parents for their co-operation, for without it due respect is not maintained. Let it once be established in the minds of the scholars that the teacher's authority is to be repudiated, and the school becomes a chaos, and the sooner stopped the better.

Should all parents acquaint themselves with the plans and practice of the teacher, and be slow to condemn any fault alleged against the same, before making a thorough investigation into the charges preferred by the child or children, and be as tenacious for the good of the school as many are to clear five dollars in a small bargain, we aver that our schools would be better and many good teachers retained as such, while otherwise they become discouraged and leave the profession to other hands less skilled than their own.

School Committee.—E. P. THOMPSON, A. DICKINSON, H. L. WARFIELD.

NEW SALEM.

If we wish or expect our schools to make greater improvement, and take a higher position as compared with schools in other portions of the Commonwealth, we must exercise more caution, and a sounder discretion in the selection of our teachers, and employ only those of undoubted qualifications. Can it reasonably be expected that a youth, whose mind is yet but partially matured, and who has made little or no especial effort to qualify himself in the art of teaching, whatever may be his other qualifications, will become at once a skilful and successful teacher? Is it possible that such a teacher, without great effort and much experience, will be able so to address himself to the minds of children as to interest and fix their attention? Can he call out readily the mental powers of children, and give them the right direction? Can he develop, harmoniously, all the faculties of the mind—thought, memory, reflection, comparison, and judgment? This surely is a work that demands the most careful and thorough preparation of those who assume its responsibilities,—a work the most matured and best educated minds will often find it difficult to perform aright.

School Committee.—L. CHAMBERLIN, A. E. KEMP, D. W. HOUGHTON.

SHUTESBURY.

A vast responsibility rests upon parents, individually and collectively, with regard to the schools. They can exert a very happy influence over them or the reverse. They can speak a kind word to the teacher, or frown upon him. They can visit the school or not. They can listen to the hard words against their teacher, and approve or disapprove of the same. They can promote divisions by casting reproach upon the teacher, and stigmatizing him for his defects. They can allow their children to be absent many days from school for slight and insufficient reasons. They can allow them to be tardy to school. They can permit them to leave the school and attend another by reason of some disaffection towards the teacher. The power lies with the parents and guardians. They are not conscious of what they are

about, always. They think how hard it is to govern their own children, and yet they really suppose that a teacher can govern the children of the whole district, without any help, and in spite of the greatest difficulties.

School Committee.—WILLIAM S. HOPKINS, SAMUEL H. STOWELL, JARVIS WILSON.

SUNDERLAND.

Some means should be taken to furnish every school district with a little school apparatus. Many districts have supplied themselves with Outline Maps, which are exceedingly valuable when properly used, but besides these, there should be at least a Terrestrial Globe and some Phonetic Charts. It would be desirable to have a greater variety, but the expense of these is very small, and their value as aid in teaching great. Many teachers supply themselves with them, but most do not have them, and the districts should be supplied. With children especially, when the eye and ear are both employed, the progress is more rapid, and much can be conveyed by a representation to the eye which cannot be clearly in any other way.

Some school-houses are not what they should be in all respects. Small towns are not expected to have the best and most expensive houses, but no good school can be kept in a house where the comfort and convenience of the teacher and pupils are not consulted. The principal faults observed were want of ventilation, a want of sufficient black-board room, inconvenient and crowded seats for recitation, and uncomfortable seats for little children.

School Committee.—ELIHU SMITH, EDWIN G. FIELD, EDWIN A. COOLEY.

WHATELY.

In accordance with the recommendation of your committee, in their last report, the school year has been divided into three terms. To effect this, it was necessary to have a unity of feeling and action existing between your committee, and prudential committees of the several districts. We therefore invited them to meet us for the purpose of consultation, and the free interchange of opinions, as to the best means to be adopted to promote the cause of education. This invitation was responded to, and after a pleasant, and we trust a profitable time spent in discussing the various plans presented, it was agreed that in order to obtain a better attendance, do away with tardiness, secure more attention to writing, better or more perfect recitations, we would raise a small fund to be distributed in premiums to meritorious scholars. The sum thus raised amounts to \$3 for each district. The prudential committee contributing one-half, and your committee the balance. We trust that the distribution of these small premiums has operated favorably, in promoting the interest which our scholars have taken in their

studies, and has materially increased the general average of attendance, as well as sensibly diminished the amount of tardiness; in fact, the tardiness in a single district two years ago, was sixty-one more than the tardiness of all the schools in town for the summer and fall terms.

And in this connection, we desire to express the thanks of the committee to the gentlemen composing the prudential committees of the several districts, and commend them to the town, and to the districts which they have served in so able and efficient a manner, and acknowledge that much of the success of their respective schools is due to their untiring devotion to the cause of education. Allow us to express the wish that the districts in selecting their successors may be governed by the same high motives that led them to select the present *board* of prudential committee.

We have spoken of the prudential committee as a *board*; why should they not be so considered? Why should they not be expected to meet once or twice a year, at least, with your committee, and confer with them freely and unrestrainedly upon the arrangements for the schools, and advise in all plans that may be brought forward for the promotion of the cause of education and morality in the town? Thus avoiding, what too often happens, a feeling of *antagonism* in the management of the two committees, and producing instead a harmony of feeling, a unity of action, and reciprocal interest in each other's efforts, that *aid* and *assist*, rather than retard the efforts of either committee.

School Committee.—JAMES M. CRAFTS, ELIHU BELDEN.

BERKSHIRE COUNTY.

ADAMS.

And here we may call in question the propriety of leaving the engagement of the teachers to the "prudential committee." They are frequently selected, not on account of their deep interest in the school, but because they have a niece, or a daughter, or a friend, that must have a school, never questioning her abilities to teach and govern that school. The teacher once hired, the wood ordered, a little repairing done to the house, his duties are ended. Now the real work begins. If the teacher distrusts her ability to pass an examination, she presents herself to the examining committee on a

Saturday afternoon—the school to commence the next Monday morning; with a hasty examination, made up of mistakes, hesitations, stammerings and blushes, with ideas of every thing in general confusion, with an excuse for answering right, or answering wrong, assured by an intimate friend that “she knows it well enough, but is a little frightened—that she finished her education in two terms, at the best school in the county,”—the committee frequently “let her pass,” or if she be rejected, the prudential committee’s specific interest in the school is lost, and the first applicant presenting herself for the situation is engaged, with perhaps no better qualifications than the one already rejected.

We have placed spelling in the same rank with reading. Correct spelling and good reading should be considered the highest accomplishments of a good education; and this, too, must be learned in early years; yet it has been the most neglected by our teachers. It is usually the closing exercise of the session, and in the scholars hurry to go, and the teacher’s desire to get through, the spelling lesson is poorly learned and badly recited. This has been partially remedied by introducing written, instead of oral exercises in those classes in which the scholars could write or print the words.

Scholars that spell well when the words are pronounced, find it quite a different thing when required to write a sentence or a composition. It requires and takes more time for a class to write the lesson than to spell the words as they are pronounced by the teacher, and it appears to the committee that the written exercise, when well conducted, is productive of more benefit than the oral exercise.

School Committee.—F. O. SAYLES, W. P. PORTER, A. G. POTTER.

BECKET.

Parents, would you make the most of the district school? Then see that your children attend every day and every half day. Do not allow any thing except sickness to keep them out, and then know that they go in season, that they get no tardy marks. Attention on the part of parents would very much add to the average attendance, and the absence of tardy marks, and then see that they attend through the entire day. Let your children be properly disciplined at home, and do not, for the world, interfere with the discipline of the school. If your children fully understand they are to submit cheerfully to the discipline of the school, there will be very little cause of complaint of harsh treatment; and although the teacher’s way may not be your way, yet your interference will surely work evil to your children and the school; but if you are determined in your interference, take them out, and turn them into the street; tell them they are too good to be governed,

and when they become older, *perhaps* they will respect you for it, and when they are grown older, *perhaps* they will thank you for it.

School Committee.—C. O. PERKINS, SAMUEL INGHAM, A. W. CROSS.

CLARKSBURG.

We would call the attention of parents to the necessity of frequently visiting the schools. Is it not true that the parents of the children in our schools give but very little personal attention to what passes in the school-room? Is it not true that men and women in this town, who have time upon their hands, and children in our schools, from one year's end to another never see the inside of the school-house in school hours? Is not this neglect general? Is it not almost universal among the parents of children in our schools? Parents may not be aware of the influence which this neglect and seeming indifference exerts. Doubtless many of them have never taken this subject into serious consideration, and have not consulted their duty in regard to it at all. Teachers may not be conscious of the fact that this influence upon them is so great as it is. The absence of the parents from the school-room gives a coloring, and in one sense a malign influence to the school. We desire that parents may think of this, and realize how great is their responsibility, and of the influence they are exerting on their teachers and on their children in this respect.

School Committee.—WATERMAN BROWN, RICHARD SHATTUCK.

GREAT BARRINGTON.

Something has been gained in the standing of our schools during the year. There is much more to be done. The price of improvement is not too great. Two-thirds of a mill on each dollar of the town's valuation, will give sufficient in addition to last year's appropriation, for present purposes. With this expenditure of money there must be more faithful visiting and attention by those who feel a deep interest in the welfare of the schools. Their supervision should be more direct than it has been. It is difficult to attain this without a superintendent appointed specially for this duty. But, in default of such an officer, there should be a more systematic performance of it by the committee. Parents, also, may do good by occasional visits. The teachers should be made somewhat more directly accountable to the committee, and should take no vacations except the legal holidays, without their approval. Registers should be carefully kept. Every blank should be filled. When the school is let out for a day from the illness of the teacher or from any other cause, the day should be marked. It is sometimes diffi-

cult to determine from a register how many days a school has been kept. The average attendance is not always correctly given, and much time is necessary to rectify the mistakes of teachers.

The atmosphere of our school-rooms is sometimes very offensive to one who enters from the open air, showing that it is unfit for breathing by those whose lungs have been busy for hours consuming its wholesome elements. Care, as well as some physiological knowledge, is requisite in a teacher, that children may not be sowing the seeds of fatal disease of the body, while seeking to improve their minds. More regard should be paid, if not to physical education directly, yet, certainly, to some measures for preventing the deterioration of the bodily organs. Seats and desks should be better adapted to the comfort and proper position of pupils. The seats should be furnished with suitable backs. They should be chairs, fixed to the floor. But we have no public school in town thus provided.

School Committee.—LEWIS GREEN, HORACE WINSLOW, C. A. L. RICHARDS, A. D. WHITMORE, JOSEPH TUCKER, JUSTIN DEWEY, Jr.

HINSDALE.

The power to control in the school-room is equally important with the ability to instruct. Entire failures usually occur from lack of the former, instead of the latter. The impression has obtained with some teachers, that upon entering a new school they should be excessively indulgent, that they may gain the good will of their scholars. This, we believe, is an error often fatal to success, for no school will respect one whom they find so very flexible as to make their whims and caprices his system of government. That teacher gives the highest promise of success in government whose system of conducting a school compares, in strictness and precision, with military discipline.

The scholar who is allowed to do a little mischief, will soon feel a strong proclivity to do still more ; and one who is permitted to spend a part of his time in the school-room in sport, is soon with difficulty restrained from spending it all in this manner. Any attempt to maintain a low standard of discipline has usually degenerated into no government at all. Nothing should be permitted in the school which diverts the attention from the appropriate exercises. The teacher ought to establish order and attention so effectually, that when instructing he can give undivided attention to the recitation, and not have his mind constantly disturbed by attending to order. When the whole force of his mind is bent upon the subject, he is more likely to give living instruction, and consequently secure undivided attention from the pupils, than when one-half of his time is given to preserving order in the school. While we thus urge great precision of management in the school-room, we are no advocates of rigorous discipline. Indeed, we think most

highly of that teacher who can maintain propriety of deportment throughout the school with the least show of authority ; who governs without seeming to govern ; who keeps the machinery of government out of sight.

One word more. The highest usefulness of our schools depends upon the concurrence of a variety of means and agencies, none of which are more essential than a thorough and earnest conviction in the public mind of their importance, and a corresponding effort for their improvement. Indeed, this may be said to underlie and embrace all others ; for it would build commodious school-houses, secure the constant and punctual attendance upon the schools of the youth who belong there ; it would carry to the school-room parents and others, to encourage both teacher and scholars in the faithful discharge of their respective duties ; and further, it would secure to each of our schools competent and earnest teachers, if they are to be had, and if not, devise means to make them.

School Committee.—CHARLES D. SMITH, H. A. DEMING, K. S. MINER.

LANESBOROUGH.

This town seems to prefer, and has been in the habit of voting to perpetuate, the district system. We do not call in question the wisdom of this decision. Certainly while public opinion so decidedly favors that system as we suppose it to do here, we should not advocate its abandonment. This arrangement relieves us from some of the heaviest responsibilities which would otherwise attach to our office. But it must be remembered that, in taking them from us, it does not annihilate them,—it only entrusts them to other hands. The district organizations now do much which, without them, would devolve on us ; and hence it becomes needful for the people of the districts, as we have already hinted, to give strict personal attention to those organizations.

The value and efficiency of the district system depend almost entirely upon the character of the prudential committees.* If they are intelligent and thorough, and bring a real interest and integrity to their work, the schools will likely to be a success,—if otherwise, they are very liable to prove a failure. And permit us to remind those who hold this office that they hold a most important trust ; none the less so because it is attended with no distinction nor emolument. And no one ought to assume it without the ability and the purpose faithfully to discharge its duties. Thankless and trying as the office often is, he who fills it may at least claim the honor of one that *serves*. He is, for the time being, the servant of the district, having its property and interests in charge. The school-house is in his care, to be protected in vacation and kept in order in term time. And though it might perhaps be asking too much of a committee-man to make some of ours

comfortable, he should do what he can to accomplish it. The doors should be properly adjusted and the windows repaired. In exposed locations the house should be banked in the fall and the banking removed in the spring. The stove and pipe should be in working order, and wood provided, enough of it and of good quality. The prosperity of a school depends far more upon a prompt attention to such matters as these than many suppose.

One of the most delicate and responsible functions connected with the whole administration of our school system, is the selection of the teachers; and this is almost wholly in the hands of the prudential committees. It is true the town committee, in their power of examination, have a qualified veto upon their choice; but its application, except in cases of glaring deficiency, is attended with many embarrassments, is usually regarded with jealousy, and is far from being an effectual remedy against lack of judgment in the original selection. In justice to ourselves we must say that we have sometimes given certificates to teachers whom we should not ourselves have selected. But they came to us as the choice of the authorized agents of the district; they brought with them qualifications which, with a little stretch of charity, we could regard as within the requirement of the statute. We had to consider also that the wages offered, and the character of the schools themselves, were not such as would attract first-class teachers, and thus we let them pass when we would gladly have looked farther. We commend this matter to the serious consideration of the prudential committees, upon whom the responsibility must chiefly rest.

School Committee.—SAMUEL B. SHAW, GEORGE T. DOLE, DANIEL DAY.

MONTEREY.

Your committee have endeavored to impress upon the minds of both teachers and scholars the necessity of physical culture. It has become fashionable for the student to be pale and sickly. We hear of his poring over his books by the midnight lamp, and pursuing his study until the "wee small hours," still we believe there is more poetry than philosophy in all this. The mind can grasp all that it can hold and digest by daylight, and the evening's study should be the newspaper and miscellaneous reading.

We have frequently witnessed the little child, with an active, nervous temperament, and an already over-wrought brain, urged to increased industry by the over-anxious parents, who fondly hope their little one will surpass all of his compeers, until, finally, his nervous system gives way, and he sinks into an untimely grave; while the parents comfort themselves with the thought that he was too smart to live, and that the Lord had seen fit to afflict them; while they charge their Maker with what they were guilty of themselves. Well has it been said by a ready writer, that God knew what he

was doing when he made the human body, and he made it just right in every way, and that we cannot alter its shape, or develop one set of organs at the expense of another, without destroying its symmetry, and causing disease and premature death. We therefore feel it an imperative duty to impress upon both teachers and scholars the necessity of paying particular attention to the harmonious development of the body. No muscles or organs should ever be restricted in their movements, while free exercise in the open air, suitable clothing and diet, are among the important measures to be observed.

School Committee.—C. E. HEATH, O. L. MANSIR, A. J. FARGO.

PERU.

Another powerful spring of success in the cause of education is constant effort at the family fireside. The parents or guardians, with whom the power of government rests—the parents almost supreme in influence—the parents, always anxious for the growth of the mind, not only encourage, but help in the development of every faculty; and their labor, added to that of the faithful, educated teacher, lays the foundation and builds the superstructure which shall be a fortress of strength—"a thing of beauty and a joy forever," a polished gem to glitter and shine through the ages that never end.

School Committee.—H. A. MESSENGER, E. W. PEIRCE, S. S. BOWEN.

PITTSFIELD.

Superintendent.—Your committee believe that no business man in our community would employ annually seven thousand dollars in any practical pursuit, without personally superintending its employment, or securing the services of some agent who would give his time and attention exclusively to the matter. And the community would regard a man who should so conduct his business as one whose name would soon be enrolled among the lists of insolvents.

If this be admitted the true policy as to the individual, does it not apply with equal pertinence to the expenditures of the town for the support of schools?

We believe the true policy of the town is to employ a single superintendent, whose chief and principal business shall be to look after our schools.

We have twenty-six schools in town, and to visit each one once a month, which the law requires, would occupy the entire time of one man, during the session of our schools.

Such an individual, thus employed, would be thoroughly acquainted with all the wants of each school, and could materially assist the teachers in their complex duties.

He could mature and carry out a more perfect system of instruction, and would be more thoroughly identified with our schools, and could enforce a more rigid adherence to the better systems of instruction on the part of the teachers.

We have no hesitation in recommending to the town the employment of a superintendent whose duty it shall be to visit and direct the several schools in town, in the place of the present mode of visitation and examination. This would not necessarily involve very much, if any, additional expense.

The committee, as at present constituted, might be elected, who should have the control of the schools in all cases of difficulty or disagreement, and to whom the superintendent should be required to report from month to month, and who should hold monthly meetings for that purpose, and who should render their services gratuitously.

Instruction in School.—The first and all important object which your committee have endeavored to impress upon the minds of teachers is thoroughness and completeness in the elements of education, not merely by learning by rote the rules which are given in the text-books, but actually drilling the scholars so that they may practically execute what the text-books teach. Reading and spelling—subjects connected with the very foundation of our common school system—we deem, as almost every one does, in theory, of the first and highest importance. To be an easy, accomplished reader, we consider among the highest accomplishments which the most thorough and complete education can confer; and this, as well as correct orthography, is learned with the greatest facility in the early years, before those qualities of the mind which combine to make up reflection, comparison and judgment, are in any considerable degree developed.

We believe that every child of ordinary capacity, who has had the advantage of our common schools, ought to be able, at the age of ten or twelve years, to read any ordinary English composition in prose or poetry, not only without any serious blunder, but without hesitation, and with rhetorical elegance.

The greatest error of parents and teachers generally is, in a too rapid advancement of the child from one grade of books to another, before he thoroughly masters the former. We believe that no child should advance to a second book in reading till he can easily do himself, and without hesitation, and with reasonable assurance, read all, or nearly all, of the first. The books for instruction in reading should contain such selections as are calculated to enlist the attention of the child, and lure him on by their

attractiveness and life, rather than to repel him by some prosy disquisitions on the origin of evil, or the hereditary quality of sin.

For the Committee.—L. H. GAMWELL.

RICHMOND.

Thorough Teaching.—Although it cannot be denied that within a few years much advance has been made in the methods of instruction in our schools, and the standard of competency to teach has been considerably raised from what it formerly was, yet it is equally true that much more remains to be done before the art of imparting instruction is carried to its highest perfection. One respect in which your committee wish to see an improvement on the part of teachers is in the *thoroughness* of instruction. They would see that what is pretended to be learned, be learned well. They would not have any scholar allowed to go faster than he can go thoroughly; nor to leave any branch of study until he is master of it. We feel confident that many teachers, if not the greater part of them, attempt to teach more than is comprehended by their pupils. The aim is to pass over many pages—to get through the book. Long lessons may be recited verbatim, and yet very little be known of the science which is the subject of study. The memory thus may be well stored with words, but the mind is not disciplined, nor stored with ideas.

Female Teachers.—With but very few exceptions, for the last six or eight years the schools in this town have been taught by females in winter as well as in summer, and we feel safe in saying that these exceptions have generally shown the very worst specimens of teaching we have seen during that time. There is an aptness in the female mind for communicating instruction that men do not in so great a degree possess. The objection is often raised that they cannot govern as well as male teachers, but we believe that they can; and from observation for several years we are satisfied that not only the instruction but the government in those schools taught by females has been on the whole quite preferable to that in schools taught by males. It is also a fact worthy of consideration with us whose means are somewhat limited, that by the employment of female teachers our yearly school time is lengthened two or three months in each of the several districts, with the same amount of money to be expended.

Your committee cannot consent to close this report without expressing the hope that an increase of appropriation for the support of schools may be made at the present meeting, to an amount equal at least to that raised the last year. Let retrenchment be made in almost any thing else, rather than in the means for the intellectual and moral improvement of our children. That is a mistaken economy which supposes that all that is withheld from

the education of the masses is so much gain to the wealth and prosperity of a town. "There is more economy in being taxed for the ignorance of the poor boy, than for the ignorance of the poor man."

School Committee.—W. H. NICHOLS, WILLIAM BRANCH, SAMUEL ROSSITER.

SANDISFIELD.

What better legacy can you entail upon your sons and daughters than a good store of useful knowledge? We mean a thorough and substantial education, not this superficial knowledge, which is becoming quite too prevalent at the present day.

There is a tendency among many to cram the minds of their children while young, with too many and difficult studies, which is like filling the stomach of a child to repletion, with rich, hearty and indigestible food, which serves to weaken and impair the system, by overworking and deranging the digestive apparatus. A child, thus tutored, becomes "wise in his own conceit," but stamped with mental imbecility in the estimation of others. Their intellects are continually clouded; their conceptions never clear; and oftentimes their conversation is a perfect jargon of undefined ideas.

School Committee.—GEORGE A. SHEPARD, E. D. BELDEN, SAMUEL J. PARSONS.

STOCKBRIDGE.

It should be one of the first objects to place the Common School on a proper basis. It has been styled the people's college. Here the masses are to be taught. The scholastic training of thousands begins and ends here. Here, all classes meet on a level. The children of the wealthy are regarded as no better than the children of the poor. If one is poor, there is the more reason that he should be well educated, for that is his portion.

Our Public Schools should be preserved impartially free to all children of whatever rank or denomination. Within their sacred walls should never enter any discrimination of caste, or creed, or color. They should be so conducted as to excite no mutual animosities and repulsions between the native born and those who have come from foreign lands to share in the privileges and blessings of this. Those who have thus come, necessarily bring with them prejudices and opinions, in some respects differing from those to which natives of Massachusetts were born; but they have entered into and become an integral part of the community. The next generation will pull down any division walls which the present may build; and it is better, therefore, for all good citizens to aid in the process of assimilation and absorption, than by any unwise and partial measures, to defer its com-

pletion. We believe that nothing is so well calculated to assimilate the different races making up our American population as the Common School.

In the Common School, freedom is to be nurtured, moral principle to be established, a right direction to be given to the various powers, the manners and habits to be moulded for manhood; and as is the seed sown and the culture bestowed upon it here, so will be the fruit to be gathered in after years. The interests of the whole community are involved in the cause of popular education. The man without children has interests, the safety of which is greatly affected by the question whether the rising generation around him are receiving a proper education or not. The man who grumbles at his school tax merely because he has no children, is lighting the torch that may consume his own dwelling. If he cannot pay a light tax which tends to his own safety, and that of his property, to carry out the principle he should never visit an insurance office to make provision for the repair of his loss when his house is consumed. Your committee hold that there is no object of greater magnitude within the whole range of legislation, than the establishment of competent schools and seminaries of learning. They hold that in the nature of things, nothing can be better entitled to a share of the public revenue, than that from which private and public wealth derive all their value and security. In short, our schools are the very foundation, upon which rest the peace, good order, and prosperity of society.

We are among those who believe that the only sovereign balsam for political evils lies in the moral and intellectual cultivation of every rational being who is entitled to rank, as a political unit, in the social compact. By this means, and this only, can every member of the body be made thoroughly to understand and to feel that his own safety and happiness is inseparable from the well-being of the whole. We believe that taxation and expenditures cannot be more fitly and justly ordered than in carrying to the door of every family in the State the means of education. We go still farther and say, that in so far as the expenditure is necessary for the establishment of Common Schools, it is recommended by the principles of economy, in the strictest sense of the word. Those who are without education must always be a degraded caste. Having no prospect of a material improvement in their condition, they are without the common incentives to industry, and hardly know what frugality means. Those who are unacquainted with the habits and pursuits of humble life, do not know how generally education is connected with independence, and the want of it with abject poverty. Add to this, that the caste of which we are speaking, for such it unhappily is, is necessarily removed from all wholesome social influences, and that they are the natural prey of the cunning and profligate, and it will be perceived, that with regard to a great portion of them, and particularly the children of foreigners, we must choose between the expenses

of their education and the cost of their maintenance in our almshouses and penitentiaries. It is proof enough of this, that small as is the proportion of those who cannot read and write to our whole population, they constitute the majority of our convicts and paupers.

Our government requires a sober, well-instructed, and virtuous population, furnished with a knowledge and capacity for business, and educated in the strict discipline of well-organized schools. All our hopes and wishes rest on this foundation. Without this controlling principle, popular government is liable to be perverted, and to become formidable by its abuses to the safety and happiness of the people.

The subject of practical education is now claiming the serious and devoted attention of all classes of citizens in the United States. It occupies the reflections of the prudent and benevolent, and awakens the exertions of the statesman and the sage. It is becoming more and more, in our country, a measure of national concern. It constitutes one of the topics embraced, of late years, in the annual communications made by the governors of States to their respective legislatures; and in most of the States, there are statutory provisions for extending the benefits of education to all the children, and for the erection and support of schools in every district. In no one has the design of the legislature been more successfully executed than in the State of Massachusetts; in no one, perhaps, is the system more wise and liberal. Would that we could say that no town in the Commonwealth takes a deeper interest in Common School education than Stockbridge. But such is not the fact. And yet the opinion is entertained by many of our citizens, that the thorough education of our youth is a subject of greater magnitude, and challenges public attention and co-operation with a more authoritative voice than any other.

Whoever aids in this enterprise is pre-eminently a benefactor of his race, and posterity, in whatever form it shall utter itself, will do justice to his memory. The Common School contains within its borders the germs of all the intellect which shall control the moral, social, and physical condition of the future. In it may be found those whose history shall awaken increasing congratulations of proud delight, or sweep the most delicate chords of human affection with strains of wild despair. The statesmen, divines and orators of the next age are under the moulding influence of the present. The laborers, the thinkers, and the artists of that dawning period are there; its ethics, its philosophy, and its statesmanship, are being elaborated there; not in the gossamer theories of the old schools and of former centuries, garnered in books and buried away as abstractions void of vitality, and useless for any good work; but in strong, vulcanian armaments, forged out with hammer and anvil, powerful, terribly powerful, for weal or woe as an active and ever operating enginery; and above all, its people, thinking or unthinking, free or enslaved, wise or ignorant, happy or unhappy—

they are there, all there, immersed in an atmosphere of influence thrown around them by our decrees, and which, if salutary, is an element of life-giving efficiency, but if pernicious, is as fatal and unescapable as the invisible infection of the most deadly plague. These workshops are in our schools, and our teachers are the artisans engaged in fitting to the limbs of these cohorts of the future the armor with which they shall battle through life.

Our teachers are establishing the foundations of society. It devolves upon us then to employ those who bring to the work clear intellects, pure hearts, warm affections, and bright hopes, that our most ardent anticipations may be fully realized. Crowd the present with the germs of lofty principles, and make liberal provision for general education, and you set in operation a train of influences hardly to be comprehended by finite minds. Upon this depends the destiny of the State—of all States. Let her schools in the thronged city, or in the sparsely inhabited agricultural township, on the solitary hill-side, or in the verdant valley, become everywhere models, combining all the requisite elements, and freedom from her mountain home will utter exultations, and Christianity welcome the sublime spectacle as the ushering in of an epoch of brighter promise.

School Committee.—DANIEL KIMBALL, WILLIAM B. HULL, MARSHALL WARNER.

WILLIAMSTOWN.

Hitherto, too little care has been exercised in the selection of prudential committees, for upon them depends very largely the success of the schools, since they not only select the teachers,—itself the most important point to be decided, and requiring always good judgment and discrimination, and often decision of character,—but also they may, if they will, do a thousand things to promote the general welfare of the schools. As an illustration in this connection, we cannot forbear to mention the case of the prudential committee in district No. 3, during the past winter. After unusual care in the selection of a competent teacher, he has not contented himself in the thought that the school would take care of itself, but has visited all the families in the district having children to send to school, and urged their attendance; he has constantly assured himself that every scholar had all necessary books; he has procured by gift from the inhabitants of the district, all the fuel used by the school to be sawed and put into the school-house. Any damage done to the building has been repaired at the expense of the parents whose children occasioned it. Children playing truant have been sent to school, and their parents requested to look after them in the future. All real or fancied difficulties between teacher, pupils, or parents, have been promptly arranged, so that no scholars have willingly been detained by parents from school. He has often visited the

school himself, and constantly requested parents to do the same; and finally, has seen to it that not a penny of the money appropriated for school purposes, should be unnecessarily or wrongfully expended. If all our prudential committees would go and do likewise, we are confident that we should not longer feel any shame at the state of our Common Schools.

School Committee.—F. E. FOSTER, DANIEL DEWEY, JOHN B. WATERMAN.

NORFOLK COUNTY.

COHASSET.

The first requisite for a good school is a good teacher. For this office but few are, in reality, properly qualified. There should be a higher and more thorough culture and mental discipline than our teachers often attain, a clearer appreciation of the principles of the branches to be taught, and a knowledge of the mental action, of the capacities, of the right methods of interesting, quickening, and instructing the minds of children, which few teachers possess. Then teaching has become a profession, and one is not thoroughly prepared to enter upon the work, who has not had especial training in reference to that object. Besides, after a thorough education and especial technical training and instruction, many of the details, and much of the practice of the art, can be learned only from experience. But the small salaries which we are obliged to pay our teachers do not warrant their going to the expense of money and time necessary to qualify themselves properly, nor do they enable us to secure the services of experienced, successful, and thoroughly qualified teachers, from out of town. We have, therefore, to take the best educated teachers we can procure at home, and, if they do not always succeed quite to our satisfaction, the first or the second year, we must remember that they themselves must first be taught much that is essential to their success as teachers, and which they can learn only through experience. Yet they should keep ever before their minds a high ideal of their profession, and be content with no low attainment or moderate success. It is encouraging that those of our young ladies who have taken charge of schools have improved, year by year, and have been more successful than those procured from abroad. It is hoped that while they remain teachers they will continue to be learners, enlarge their circle of knowledge, find out improved methods of teaching, and strive for the highest

excellence in their very honorable profession. By these means they will enter into closer sympathy with their pupils, find more joy in their work, and achieve higher success.

Besides having efficient teachers, there is another essential condition to our having good schools. It is, that parents co-operate with the teachers, send their children punctually and constantly to school, take an interest in their studies, and use their influence to make them respectful, obedient and orderly. It would be well for them to visit the schools more frequently than they do. Their occasional presence would be an incitement to their children, and a help and encouragement to the teachers. They should be considerate in their judgment of the teachers, strive to appreciate the difficulties of their position, and not make too much of the mistakes they may fall into, and their occasional want of self-possession or of good-temper, when, wearied with their arduous duties, troubled with the restlessness and perhaps disobedience of uneasy children, and it may be, laboring under nervous depression or irritability, they have not always been perfectly gentle and just in the treatment of their children.

The most frequent complaint is that children do not receive sufficient attention, nor advance fast enough in their studies. This complaint may be often just; yet, as our schools are constituted, no teacher can possibly give to the children the attention that each one needs. In a school of forty scholars, if each one received his full share of attention, and not a minute was taken by the teacher to maintain order, to answer the questions and attend to the wants of the children, to note the absences and see to the general affairs of the school, eight and one-quarter minutes would be the utmost amount of time that could be devoted to the especial instruction of each scholar during the day. If parents, then, are really desirous that their children should improve rapidly in learning, they must devote some little time to their instruction at home. A little time spent in teaching the younger children, every day, would assist them very much in learning to read; and, if the older ones are kept at home evenings, instead of being permitted to spend their time in the streets, and if they are assisted somewhat in their studies, or even habituated to useful and pleasant reading, their taste for learning will be strengthened, and their school education will be greatly assisted.

School Committee.—JOSEPH OSGOOD, EDWARD TOWER, L. WEBSTER BATES.

DEDHAM.

Nothing is more needed in the care of the schools of Dedham, than some organized system, which shall insure, so far as may be, a full efficiency of committee, teachers and scholars. This cannot be accomplished if the

power to nominate a teacher is given to one body, and the power to confirm to another. There are many questions which arise in the management of the schools, over which it is doubtful which committee may have jurisdiction. For instance: the term during which the schools shall be kept and their vacations, should be uniform; but this cannot be unless one committee prescribe their limits. The statutes give the general supervision of the schools to the school committee, and it would seem that the power to arrange the terms and vacations should be included within their powers. But the statutes also give the power to the prudential committee to make contracts with teachers, if a town so votes, and, of course, with this goes the power to fix the beginning and ending of the contract. This is but one out of many instances which might be adduced to show, that our schools can never be organized properly, unless the full power to do so is given to one body of men. The committee, for several years, have felt the necessity of having a published list of rules and regulations for the guidance of themselves and teachers in the discharge of their respective duties. During the past year they have had several sessions for the consideration of this subject, and have prepared what are deemed proper and needful rules to be reported to the committee of the next year for final enactment. The need of these has long been felt, and they are absolutely essential to a proper management of the schools. To render them fully efficient, however, the power to make and enforce them must be given to one committee, and if the authority over teachers be again divided, but little can be accomplished toward any proper organization.

The committee, in this connection, cannot forbear urging anew upon the attention of the people of the town, the great advantages to be derived from the abandonment of the "District System." The experience of each year exposes new evils arising out of it, and only confirms the conclusions stated in former reports. The committee are fully convinced that if our people will give this subject a candid and careful consideration; they must see how important this change will be to the interests of the schools, and that the division of the town into school districts, is productive of no advantage, but of many evils. There is no subject upon which the real friends of education are so united in opinion, as upon this. Eighty or a hundred towns and cities in the Commonwealth have already abandoned the districts, and after having done so, none have returned to them so far as is known. In all of our neighboring towns where there are no districts, there are better schools, with the same or a less expenditure of money, and it is a little remarkable, with all the light that has been thrown upon this subject, that Dedham should still adhere to this system. No system, however, can exist long which is so defective, and so soon as our citizens will give their attention to this subject, a new order of things must ensue. It is to be hoped that this time is not far distant, for it is certain that the schools of

Dedham can never compare with those in some of our neighboring towns in permanent progress, and in the advantages afforded for education, until similar means are adopted to attain that object.

One objection which is sometimes urged against giving the exclusive control of the schools into the hands of the school committee, is that too much power is thus concentrated in the hands of a few. In answering this objection, the committee would very frankly say that a concentration of power is an evil, and one which can be easily avoided by increasing the number of the school committee. In nearly all the towns containing so large a number of schools as Dedham, the number of the school committee is much larger than six—our present number. If the number were increased to twelve, each locality which now constitutes a school district might be represented upon it; and if made up, as the board should be, of men having different avocations and interests, we should have a really efficient school committee, such as is designed by the laws of the Commonwealth. In this way, powers and duties would be properly distributed, and each locality have a voice in the management of the schools, which it does not have under the present system.

School Committee.—ERASTUS WORTHINGTON, M. M. COLBURN, B. W. GARDNER, ALFRED HEWINS, EBENEZER F. GAY.

DORCHESTER.

Physical Exercise and Health.—This subject has already been incidentally alluded to. It is a subject of great importance, both to the teacher and the pupils. Connected with this, is the subject of over-tasking the pupils by giving too long lessons. Pupils need generally, it is believed, to be urged forward rather than to be held back in their studies. Still, there are occasionally pupils, ambitious, sensitive, delicately strung, whom it is the duty of all,—parents and teachers,—to check. These are found more frequently among the girls than among the boys. The duty is obvious; but how to perform it is the question. How shall the check be put on, so that it shall not cause more mischief than that which it is intended to prevent? The only absolute rule is, to treat each case as it deserves. But this amounts to nothing as to the mode. The best statement that can be made, perhaps, is, that in those schools having two sessions a day, the lessons should be such as to enable the great majority of pupils, with proper diligence, to do all their school-work in the school-room, and during school-hours. In schools of one session, a larger margin should be allowed for study out of the school-room and school-hours. In these schools one hour, it is thought, may properly be required. But in all cases, parents, as well as teachers, are to watch the development which they are fostering; guarding, as far as possible, the

exceptional pupils from harm, while they apply judiciously the necessary stimulants to the others.

Leaving School before the Hour for Closing School.—This, in some of the schools,—perhaps it would be proper to say in all,—is a serious evil. In some cases it almost destroys the value of the last hour, or last half-hour of the school session. Parents, especially those who have never been teachers, are not aware of the inconvenience which it causes. It is a great interruption to the quiet and order of a school, and it should never be asked for by parents without strong reasons. During the regular school-hours the teacher stands in the relation of parent to his pupils; and when once put under his care he has a claim to them, and the control of them, during that time. The general practice among the teachers is to relinquish their claim when the parent makes the request. This practice grows out of the great deference which teachers are disposed to show to parental authority; and it is probably the best, as a general one, that can be adopted. But this practice throws upon the parents great responsibilities in regard to the well-being of the schools. It makes it their duty to refrain from asking for their children leave of absence during any part of school-hours, except for a good and valid reason. The fact that their children may have no lesson to recite after any particular hour of the session, is no good excuse. If children are to do all, or the main part of their school-work in the school-room, and during school-hours, the time when they have no lessons to recite is the time for study.

Chairman.—INCREASE S. SMITH.

MILTON.

During the year, there has been no change of teachers in the town. There undoubtedly have been different degrees of merit and success in the different teachers; but the committee believe that every teacher has labored faithfully, and is worthy of their commendation. If, in any case, the improvement in a school has been less than was to be desired or expected, the fault has been quite as much with the people as with the teacher. Unless the parents earnestly seek to promote the interests of the school; unless they sympathize and co-operate with the teacher, and encourage him in his efforts for the good of the school,—it will not be possible for him to succeed as he otherwise might. If they take up and circulate every foolish rumor against him, seeking to undermine his authority by lessening the respect in which he is held by their children, they will be very certain to succeed in gaining their end sooner or later; but the blow which they aim at him will fall most heavily on themselves. For, as far as the school is concerned, their interests and his are the same; in establishing an effective discipline, in securing good order and good

recitations, he is doing the best thing that can be done for them; and, when they unjustly or inconsiderately seek to weaken his influence, they may succeed in injuring him, but they are inflicting a more serious injury on themselves and their children.

The great object for which our schools have been established is to educate the young, and make them useful members of society. One of the first and most important lessons to be learned is the habit of obedience. Those who acquire this habit at home, and are accustomed to it from infancy, seldom give much trouble at school; but, if any have not learned the lesson at home, it is doubly important that they should be taught to submit cheerfully and constantly to the mild but firm and unvarying authority of the school; for habits of insubordination in youth are likely to end in the habits which make bad citizens, bad members of society, and bad men. Valuable as the direct influence of our schools is in imparting knowledge, they are still more useful in the indirect influence which they exercise in moulding the characters of the young, and training them to habits of obedience, of orderly conduct, and of respect for lawful authority.

Arithmetic, in the opinion of the committee, is taught, in most of our schools, about as well as it can be taught anywhere. The classes in algebra, natural philosophy, surveying, and history, have been thoroughly instructed. The writing-books in most of the schools, especially the West, have shown marks of great care, and consequently of great improvement. The classes in geography, generally, have done well. They have learned their lessons in the usual way, and with the usual results. All that was expected has been done. It is, therefore, without any thought of censure, that a few words on this subject are added. It seems to the committee, that there is no one department of study which is treated in a more unsatisfactory manner than geography, or in which the text-books are less fitted to answer the two-fold ends of education. It seems hardly worth the while to burden a child's mind with some ten thousand names of places, most of them unimportant, and learned only to be forgotten when the examination is over. If the great physical features of the earth—its continents and oceans, the principal mountain elevations, the great valleys, plains, rivers, and lakes of each continent—could first be taught, till the child had a distinct conception of them so fixed in his mind that it could not be forgotten, he would carry with him through life a greater amount of valuable geographical information than he is likely to retain now. When that much is thoroughly gained, with such illustrations of climate, natural scenery, &c., as an intelligent teacher can give, let the pupil learn the principal political divisions of the earth, the most important cities, and the places distinguished by the most interesting historical events. Then let him learn with great minuteness the situation of places in his own

neighborhood, and be thoroughly familiar with the geography of his own country; at least, so far as relates to its larger divisions and all its principal cities. In this way, it is thought that the pupil's mind would be more exercised, and that he would retain far more valuable geographical information, than after learning the names of all the obscure towns in Africa, Australia, and Hindostan.

Upon the whole, there has been no time within the last fourteen years when our schools have been in better working order than they are now. The teachers are worthy of all confidence and support. The town has shown itself ready to make liberal appropriations of money. There is only one standing difficulty, which continues year after year nearly the same; and that is, the irregularity in the attendance. The Secretary of the Massachusetts Board of Education kindly reminded us last autumn, that, in the average attendance, this town stood almost at the bottom upon a list of the towns in the Commonwealth. It is a humiliating fact, and one of evil boding to the community in which we live. Our schools fail to bring in those who need them most. The parents who do the least for their children at home are usually those who take the least pains to send them to school punctually and constantly. In all our towns, there is, among a portion of the inhabitants, a tendency to barbarism. There are families which separate themselves from the educational and humanizing influences around them, and allow their children to grow up with no fixed habits of study or industry; slinking away from all society but the most ignorant and corrupt,—idle, vagrant, shiftless and hopeless. We have such families among us; and there are others, not so bad as these, where the domestic influences are unfavorable to knowledge or virtue, and the children are allowed to fall greatly below the standard by which their parents were educated. They are seldom seen in our schools; or, if they go to them at all, it is only often enough to feel uncomfortable and out of place themselves, and to be an annoyance and discouragement to their teachers and associates. We would appeal to all parents, whether they belong to this class or not, to see that their children go punctually and constantly to school. We can sympathize with the poor and unfortunate in the hardships of their lot, and in the difficulty which lies in the way of their doing much for their children. But it is cheaper to keep a boy at school than to let him rove at large without regular occupation, and with only dangerous objects of interest; and, if he goes to school, he needs all the encouragement that he can have; but, unless he goes constantly, his absence is a perpetual discouragement to him. He needs all the helps he can have in his studies; but this irregular attendance is a perpetual hinderance. The lowest occupations and vices are ready to meet him in his truancy, and our houses of correction and prisons stand in the distance to welcome him to their cells of infamy and crime. All good citizens should

use what influence they may have to keep the children with whom, or with whose parents, they are acquainted, steadily at school. It is a dangerous state of things when they are allowed to run at large, without guardianship or restraint. It is not speaking too strongly to assert that our schools suffer more from irregular attendance than from every other cause, and that the community suffers more from this cause than from any other which it has the power to correct.

At times like these, when the foundations of government are loosened, and influences are at work which threaten to resolve society into its primitive elements and to give new range and power to all the agents of disorder and corruption, the existence and growing numbers of a class like that which has been referred to become a subject of anxious interest with all who wish well to their country. We must begin with the young, and leave no measures untried which may give any promise of rescuing them from destruction.

School Committee.—JOHN H. MORISON, ALBERT K. TEELE, DAVID G. HICKS, JAMES BRECK, SAMUEL BABCOCK, GEORGE VOSE.

NEEDHAM.

Though the teacher has to govern his school and perform his duties in the school-room as a monarch, his aim should be to make each pupil under his charge become master of himself. When this is accomplished, the government of the school becomes easy and pleasant; each scholar takes care of himself and his own lessons, and the teacher has his whole time to assign lessons and to explain them. The greater the perfection in this direction, the greater must be the improvement and progress in school-studies and school-duties. Our teachers more frequently fail in good order and good government than in any thing else. The right kind of government in the school room is the first and most important thing; a government that compels and restrains, and at the same time, seems to lead on the pupil and throw upon him the whole weight of responsibility.

The mental and moral powers should be made to control the physical, without the aid of the rod, if possible. The teacher that can best govern his school, entirely free from threats and corporal punishment, is the teacher that can best control himself, and consequently is in the best position to control others. The teachers who govern the best are not those who punish and scold the most, but rather those who punish and scold the least. The teacher must govern himself, before he can govern his school.

Our best teachers are generally from our Normal Schools. They are more thorough and generally have a better system of teaching than others. When they fail, it is usually in want of government and energy of character.

We still submit that the art of teaching is an inherent faculty—a gift rather than an acquirement. Though the Normal Schools have done, and still are doing much in the right direction for the elevation of school-teaching, still, we often have no better teachers than the self-made, or at least those made outside of the walls of a Normal School-house. By this we do not mean to say they were made outside the influence of Normal School instruction. Give our Normal Schools good materials and they will give us good teachers.

Since the abolition of the district system, and the securing of teachers has been put into the hands of the town's committee, we have been much more successful in obtaining the services of able teachers, and our schools have moved on much more harmoniously, and advanced more rapidly in their real value. Frequent changes of teachers have been dispensed with, and a more thorough and uniform system of teaching has become established in all the schools in town; so that every part of the town is receiving, more equally, the common benefits and blessings of a Common School education. Even some of our teachers have taught the same school successfully for five or six years in succession; every school being a good one, and the last the best. A frequent change of teachers is destructive to good school instruction and valuable school improvement.

Our common town schools are in truth a great common blessing. They secure a common level for all the children, and a common incentive for action. Neither the wealth nor the rank of the parent can elevate or sustain the child; but it must rest entirely upon its own personal capacity, diligence, and every day effort. Side by side, sits the child of the rich and the poor; each with the prize before him;—the industrious, the virtuous, and the good alone receive it.

For the Committee.—NATHAN LONGFELLOW.

QUINCY.

Quincy has ever been liberal in the appropriation of money for the use of her schools. Her people have purchased with no stinted hand, a good education for her children. In the morning she has sown her seed, and at eve she has not been obliged to withhold her hand. She may well be proud of her schools. A few years ago constant difficulties surrounded them. Ill feeling in the selection of teachers injured much their utility, and the frequent changes which took place were deeply injurious to the progress of the pupil. No sooner had a teacher succeeded in impressing himself or herself favorably upon the children, than a new administration came into power, and then, to suit private feelings, family connections, or some other availing motive, such teacher was removed to make way for

some pressing applicant. Thus they were depressed and prevented from taking that high standing which they now so unquestionably maintain.

One reason for the improvement in our schools, was the extension of the term of service of the committee to three years, and being chosen at different times, thus making the terms of two only expire every year, the people thereby securing at all times four who should know well the condition, the wants and the proficiency of the schools.

Another reason for the superiority of our schools is the virtual abolishment of the district system—a system which has done more to injure the usefulness of our schools, than any other foe they have had to contend with. There are few so young that they cannot remember the troubles, contentions and ill feeling that the system engendered. There are none that cannot see the evil effects which attended that method of hiring teachers, when they consider the weak and inefficient condition of our schools then and their elevated standing now. Those, whose business avocations do not permit them to examine the character of our schools, may find in that, an excuse for advocating the restoration of the district system, but those who have had the opportunity to study the matter, in all its bearings, and still continue to sustain that old, exploded and worn-out system, are not only unmindful of the teachings of experience, but enemies to popular education.

The whole people pay for the support of the schools, and therefore in the expenditure necessary to carry them on, the whole people ought to have a voice, in selecting the persons to whom the care and superintendence of our schools are confided. This voice must be heard in the choice of a committee, authorized to select the teachers, or it cannot be heard at all. The superintending committees are chosen by the people, one-third each year, and therefore there is annually an opportunity for the expression of public sentiment. Under the municipal system, the entire responsibility is upon the committee, and under the pressure of this responsibility, with a large and constantly enlarging experience, there can be but little doubt of their disposition to meet every reasonable expectation.

School Committee.—WILLIAM S. MORTON, JOHN QUINCY ADAMS, D. H. BILLS, JAMES A. STETSON, GEORGE H. LOCKE, EDMUND POPE.

ROXBURY.

It was the opinion of one of the greatest of French writers, that children could best educate themselves—that each age should have for their teachers those of a year or two older; thus by groups educating each other. This is beautifully exemplified in families where there are a number of children; each teaches the other. Father and mother scarcely do so much for the youngest, as those just older; and the quiet evening study of a group of children around the family fireside, reciting and rehearsing their various

studies of the day together, does vastly more to educate them than the stern mandates of their parents, enforced though they may be by the end of the teacher's rod. In such a family, progress will be far greater than in one where only a single child is found. Every energy may be bestowed upon his education, yet he lacks the requisite of sympathy and social equality. Our excuse for this expression of our opinion is the belief we entertain that in our Primary Schools, young teachers, if not persons of trivial character, command the best sympathies of their pupils. And when teachers, from unmistakable signs, give evidence of a loss of youthful sympathy and interest, their longer stay detracts from the advancement of their schools, and in the kindest spirit should be allowed to depart.

Upon the subject of difference in the capabilities of children in different schools, and in various sections of the city, some little attention may not be out of place. On carefully examining the reports, it will be found that the Primary Schools in the most crowded parts of the city, attended by most of the children of foreign parentage, evince a greater degree of progress than those where the population is more sparse, and where we might suppose the children were blessed with greater advantages of home and means. To some extent this may be owing to grading the schools, which is not convenient on the outskirts; yet this does not wholly explain the matter.

Are we not, as a community, rather relying on our past success? Our children, surrounded by every comfort and convenience, find little to stimulate them in youth. Generation after generation have poured into our laps experience and attainments, which our children inherit without an effort. The opening eyes and growing intelligence of our offspring enjoy all the comforts of mansions furnished with every luxury, which have cost their parents great efforts to obtain, and to whom they inure without a struggle. All our advances and results in education, politics, and religion, our children inherit. But with our less-favored fellow citizens this does not so certainly apply. Their children, emerging from long years of ignorance and superstition, their minds opened by education, are in a most fit condition to receive its benefits. With eagerness and delight do they learn, and our most favored children can scarcely keep pace with their progress. We can say, then, with justice, that those schools in which the children born of foreign parents predominate, are not a whit behind those where such is not the case. At all events their progress is most marked, and considering their antecedents deserves great credit. And their parents commit a great mistake in not continuing their children longer in school; and further, by not paying more particular attention to their personal appearance, which subjects their children to censure, and even abuse, that they could easily avoid.

Another thing we notice, which we do not consider to be the best for the community or for schools. It is the disposition not to send children to Primary Schools, but to private ones, which many of our best families manifest.

It is a well attested fact, that when such scholars arrive at our Grammar Schools, they are, generally, not so well qualified as those that come from the Primary Schools. It is easy to see the reason. Private Schools do not have so much the ultimate end of the pupil in view, as to dispose of the present in a manner the least to tax his mental powers. Let no parent, from mistaken regard for the welfare of his children, refuse to place them in the public schools, where side by side with their fellow play-mates, they can pursue their youthful studies together.

Chairman.—FRANKLIN WILLIAMS.

STOUGHTON.

The evil of truancy, in the villages more particularly, has been a serious drawback to the welfare of the schools. In a recent report in one of the cities of our country, where the practice is prevalent and pernicious, especial attention was called to the importance of suppressing truancy among children and youth; as the criminal statistics show that nearly one-half of the crimes perpetrated, are committed by persons incapable of writing their names, while a great proportion of the criminals are under twenty years of age. Comparatively few children who have attended a thorough course of public school instruction, are found in the penitentiaries. There is a law in force in Saxony and Prussia, making the absence of a child, of school age, from school for ten days continuously, presumptive evidence of fault on the part of the parent, and subjecting him or her to a fine, only to be remitted on a satisfactory explanation under oath. This may, perhaps, be thought too severe for a country boasting so much freedom as ours; but it would be productive of excellent results in preventing ignorance, one of the chief sources of poverty, degradation and crime.

It is to be hoped that the recent action of the town, in appointing truant officers, may serve to obviate the evil among us, so far as it prevails. Of course it is understood that they shall be at liberty, and indeed shall be expected, to use their personal efforts, in connection with their official position, to induce all to attend who ought to be in school, according to the by-laws that were passed; and that without resorting to any legal measures, except in cases of obvious necessity. The very fact of the existence of such officers, may exert a most salutary influence on the wayward and obstinate, leading them to right action in the matter, without incurring the disgrace of a prosecution.

Some of the districts have large, convenient, and tasteful school-houses, furnishing ample accommodations for all their scholars; while others are but poorly provided for in this respect. This great disparity would not be tolerated so long or so easily, if the district system was abolished.

Then the children in the different sections of the town, would be likely to receive the same privileges in this particular at least ; for the matter being in the hands of the town in its municipal capacity, acting through its own annually appointed agents, each portion would be duly regarded, and would share alike so far as possible. But the contrast which is now presented is glaring and grievous. This ought not so to be ; and would not be, if the advantages of the municipal over the district system were once actually enjoyed. Wherever the former has been adopted and allowed sufficient time to show its workings, it has uniformly given satisfaction, so far as I have ever known or heard. It is to be hoped that the vote which so nearly passed at the last annual meeting, and that, too, without any discussion of the subject, may meet with an altogether successful issue, when next it shall be presented for the action of the town.

Superintendent.—THOMAS WILSON.

WEST ROXBURY.

But there is much more needed in sustaining schools than money. The great ease with which money has been appropriated, may have led some to suppose that the schools were abundantly supplied with all needed help. The truth is not to be overlooked that the schools will improve very much in proportion to the general interest felt in the community as to their success. Parents have it in their power to fix the value of public education. The interest they feel, the tone they adopt, the improvement they demand, are instantly felt. It is not now supposed, if it ever was, that the schools can do all the work necessary in education. The entire co-operation of parents and teachers is indispensable. The home and the school must work in thorough partnership. We would respectfully suggest to all who love these interests—the principal interests of this town as a civil body ; the interests, beside which its roads, its public buildings, its beauty of scenery, fade into insignificance ; its interests, as far transcending all other civil interests as men surpass matter in value,—that they cultivate more knowledge of, and friendship for, our schools. Judging by some data, it would seem that the people of West Roxbury were indifferent in these things. This, we know, is not so. It should be made evident that the reverse is true. For this, suffer us to suggest two methods :

First, the true good of the school cannot be carried forward without a cordial understanding between parent and teacher. The child instinctively apprehends the estimate which his home places upon his teacher. If due regard is paid there to the standing of the teacher, (and the refinement, the culture, and the learning of a qualified teacher, place him on the highest

level of society,) if his authority is sustained whenever possible, if personal respect for the teacher's work is exhibited, the child will respect and obey. But if cavilling, disparaging remarks, hasty judgment, are seen at home, the child catches the same spirit. While teachers should regard the wishes of parents in all proper cases, and should cultivate a good understanding with them, much more should parents endeavor to unite with the teacher in all good and wholesome plans, and generally to understand the reasons of the methods they are called upon to second.

Another suggestion is, that the public can greatly encourage teachers and scholars by occasional visits to the school-room. We are not so old but that we well remember the inspiration such visits gave in our own boyhood; and we have recognized the old life as exhibited in our own visits to your schools; much more will the unofficial visits of friends arouse and stimulate the energies apt to lag. But few such welcome occurrences take place in our schools. Examinations, even, are seldom witnessed by others than members of the school committee. To this general omission there are honorable exceptions; it is to be hoped that the exceptions will become the rule.

School Committee.—E. C. BANFIELD, D. S. SMALLEY, J. F. CLARKE, M. T. ROBINSON, W. S. WHITWELL, THOMAS LAURIE, A. H. QUINT, N. P. KEMP, T. B. MOSES.

BRISTOL COUNTY.

ACUSHNET.

In a few districts some of those petty local difficulties which are ever the legitimate offspring and natural result of the "district system" have been obstacles in the way of the success of the schools. And we would just say here, that this system, together with the tenacity with which some hold to its spirit, are barriers in the way of educational progress, and serve to trammel the efforts of the committee for the instruction of the children of the town in the aggregate.

But we hope the town will intrust its educational interest to careful and judicious men—those who are competent to judge of its needs, and who are willing to labor to supply them as far as circumstances will permit, or the duties and privileges of their office enable them.

And we feel earnest in our desires that those who may be engaged as teachers in our schools may be persons who are alive to the work, and who

feel a zest and interest in their occupation. We want them to feel also that their responsibility is great,—that upon their influence, their demeanor, and their discipline, depends in no minor degree the future course of the child who may be committed to their charge. And while we hope that they may be all that we can wish with regard to their faculty for the intellectual, and, as far as may be in their sphere, the physical training of their pupils, we are still more earnest in our solicitude that they exercise a care over their morals, being themselves qualified and disposed to impart instruction upon this point. Let the school have a high moral tone. Let it be understood that to do good and to be good is the great end and aim of all rightly directed instruction, and we believe the salutary effect will be felt, not only within the walls of the school-room, but in the community.

In conclusion, we wish to urge upon the attention of parents the importance of co-operating with teachers in their labors for the advancement and general interests of the schools. We believe if they would feel themselves interested to visit the school in which their children are instructed, and thus give them the evidence that they are interested in their education, it would stimulate them to greater diligence in the pursuit of study. And by thus becoming acquainted with the teacher, and perhaps giving him a kind expression of regard and hope of his success, it would serve also to lighten his burden, and encourage him still to earnest, persevering labor in the performance of his sometimes arduous, but always important task.

School Committee.—JABEZ WOOD, GEORGE P. MORSE, WALTER SPOONER.

ATTLEBOROUGH.

It may seem trifling and unimportant to teach children to put words together into phrases, to learn the combination of letters into syllables, and to add and multiply small figures, but all reflecting educators assert that this is the period of instruction really requiring as much capacity and care as at any subsequent time. It looks like a small thing to the busy world that some little five-year-old boy is getting a disgust for his primer because the teacher lacks tact to make the book interesting, or worse than that, makes it unspeakably repulsive to his young sensibilities. It is painful to see a child unnecessarily unhappy, even for a brief time, when every thing should be pleasing and cheerful, but it is far worse for an incurable dislike to be established, at this impressive period, to the elements of knowledge, which are to be the foundation, without which no structure can be afterwards erected.

Hence the importance of primary instruction. To make the first taste of knowledge sweet, is to sharpen the appetite for more. The tact of the

teacher may be here exhibited in an exemplary manner by her capacity to awaken an interest in the abstractions which books present to beginners in their use, and to make the unattractive, because not understood, lessons seem pleasant and acceptable. It is a great crisis in the child's life when he leaves home for the school-room. He has been tenderly dealt with, his wishes studied and gratified; at school he must take his lot with a score or two of others, and his former mode of life is quite revolutionized. Dull tasks take the place of amusement; he is required to sit still when instinct prompts to perpetual change of place. Familiar faces are not there, and the teacher is the centre to which his eyes turn. If she be kind and sympathizing, ready to see his wants and place no restraints upon him not unavoidable from the nature of things, he becomes more assured. The alphabet is not shown him with a severe or repellant face, and the school-room is divested of terror. But if more than this, a bond of friendship is formed between teacher and pupil, a love for school established, and a familiarity with the rudimentary steps of education inaugurated, the learner is in condition to enter the higher department advantageously and with fair prospects of becoming a true scholar.

We are not likely to overestimate the importance of making attendance at school, as far as possible, pleasant to the pupil. Every-body knows that excellence is only attained where there is pleasure in its pursuit. If one-half the mental power is required to fix the attention upon a book, there is only the remaining half to be used in acquiring its contents, while if the whole power can be concentrated on the latter, double results are attained. Hence the ease with which knowledge is acquired on those subjects for which the student has a liking, or, as it is termed, an aptitude. Facts are retained in the mind when they interest us, and are compared and incorporated with other facts. Knowledge is built up and acquirements made because the subject finds a ready response and receptivity in the mind of the learner. Why not, then, conduct primary instruction in such a way as to make this inceptive period conducive to a love for the things taught, and introductory to an appreciation of knowledge?

Intimately connected with physical development is the subject of ventilation. Every-body knows that air, in some form, is a vital necessity; but it is not uniformly realized that air, at any degree of purity less than the atmospheric standard, is inadequate to supply the demands of respiration. Fortunately, a short exposure to impure air is not fatal; and because the effects of inhaling a vitiated atmosphere are gradually and not suddenly injurious, its pernicious consequences are not generally well understood. It would be out of place to enter into an elaborate examination of the subject here. It is sufficient to state that without pure air constantly supplied there can be no perfect health and vigor. The functions of life are languidly performed, and easily exhausted by muscular or mental labor.

Children confined at school in a vitiated atmosphere make imperfect recitations, because the brain has not force enough in it to acquire the lessons ; and they become sluggish in mind and uneasy in body when the blood fails to get a sufficiency of pure air at every breath. The teacher feels the enervating influence, becomes nervous and impatient, wondering why his school is so restless and every thing going wrong. Nature has afforded every facility for getting pure air, and it is only when the art of man interferes that the supply is restricted. There is an interval between every inspiration and expiration, but the space after an expiration is twice as great as after an inspiration, for the obvious purpose that the exhaled air may have time to flow away, and be replaced with pure atmosphere before the lungs are again filled. Then, again, the direction of a current of air flowing from the nostrils is such as to direct it sideways from the centre of the body, while the inspired air is taken from another portion of the atmosphere. Yet, with the pointed hints which nature gives, the fatal neglect is incurred, debarring ingress of uncontaminated air at all times. It is uniformly admitted by intelligent observers that impure air is one of the most frequent causes of pulmonary consumption ; and gaseous emanations and foul air are believed to be among the most frequent occasions for the extensively prevailing and alarming disease, diphtheria.

While the average proportion of the breathing to the pulsations of the heart is about 1 to 5, the lungs are entirely emptied of their contents in about three and one-half minutes. At this rate, twelve cubic feet of fresh air are required every hour ; and it will be easy to calculate how long a house of known dimensions will supply a given number of children with air. But then it should be remembered that after a very few minutes, in a close room, a portion of the air which has been once breathed is presented to be inhaled again. Our sense of delicacy revolts from this necessity of receiving into the lungs the products of respiration exhaled by our neighbor ; and if this instinctive shunning of air which has been once used be not permitted, we suffer diminished vigor and shortened life. Without especial provision for ventilating school-rooms, it is difficult to get a change of air without incommoding or exposing some who are in the draught. But there are simple and inexpensive arrangements by which the foul air can be continually drawn off and fresh air admitted without inconvenience to any one, and under control of the teacher, to adapt the supply to the temperature and demand. Physiology is one of the branches in which the teacher is required to instruct. The principal advantage which a popular knowledge of this science can effect is to aid in the preservation of health. Sanitary laws are broken because unknown. When hygienic observances are better understood there will be fewer instances of insufficient ventilation, and a more constant attention to preserve that prime, vital necessity—pure air.

EASTON.

Irregularity and Tardiness.—This subject has been spoken of again and again, but the evil, the great evil remains. There is no one thing that affects the prosperity of our schools so directly as this. We may have excellent teachers, good school-houses, and every thing necessary for a profitable school; and yet, if the parents allow their children to be irregular in attendance, we shall fail to realize that great amount of good which our public schools are capable of producing. The right to attend school and obtain an education is the birth-right of every child in the Commonwealth; and no person, no parent even, has any legal or moral right to withhold from any child, this lawful inheritance. How often, for some trifling matter, the child is kept at home, and in a day or two he is again absent. If he remains at home to-day, he is unfit to go on with his class to-morrow, because he knows not the lesson of to-day, which is indispensable to his understanding the one of to-morrow. The progress of the pupil is impeded, he loses his interest, the class is injured, and the teacher is discouraged in seeing his efforts to advance his pupils defeated.

Parents, will you look at the actual loss you bring upon your children, as shown by the following statements?

In the summer, 492 children attended our schools, while the average attendance was only 392; leaving 100 children who were absent each day; or a little more than one-fifth part of the whole number.

In the winter, 592 children attended school, and the average was 491, leaving 101 absent each day; more than one-sixth part of the whole number. The returns of the assessors of the town, show 593 children between the ages of five and fifteen, upon the first of May, 1860. Comparing this number with the school registers of our town, we find there have been the past year over sixty children between five and fifteen who have not attended school at all. This number added to the absentees among those who have attended, swells the number of children absent from school, upon an average, to 160; more than one-fourth of the whole number in town.

Thus it will be seen that more than one-fourth of all the money appropriated to support of schools is lost by the non-attendance of your children. Again, if we take into consideration the deleterious effects upon our schools of this irregularity in attendance, it will make the actual loss from this cause even more than above stated. Parents, citizens, friends of education, are you satisfied to have so large a portion of our public school money thus squandered? If not, see to it that your children attend school regularly.

School Committee.—D. H. PRATT, GEORGE G. WITHINGTON, L. B. BATES.

FAIRHAVEN.

Not least among the auspices favorable to education in our town, are the sure indications of a growing interest among parents and citizens in the schools themselves. It is unnecessary to recapitulate to a New England community the intimate relations which exist between the family and the school; between the parent and teacher. The existence of such relations is a palpable fact, use or abuse them as you may; properly used they are a well-spring of progress; neglected or abused, no amount of money or careful superintendence of committees will avail to work out the desired end. That so obvious a duty on the part of parents, as that of visiting schools and securing the punctual and regular attendance of their children should have been so long neglected, is, perhaps, more a matter of astonishment than are the indications of an increased observance of such duty a cause of congratulation. The school is the connecting link between generations. It binds us by indissoluble bonds to all futurity, nay, even to eternity itself. A dollar judiciously expended in the cause of education, is worth more to any one of you as parent, patriot or philanthropist, than the same amount at compound interest from the creation of the world to the end of time. Now your personal attention can secure the judicious expenditure of every dollar of the school appropriation. Is it asking too much of any father or mother that they should spend one hour of the day, of one day of the week, of one week in the year, in the school where their children are receiving instruction, and co-operate with teachers and your committee in securing regular and punctual attendance? We have before us, recorded in the register of one of our schools, forty-six visits of persons other than members of your committee; and it is a significant fact, that in this school the average attendance during the summer, when most of those visits were made, was 93.47 per cent. of the whole number of scholars, and that through all the sickness of the winter months the average did not fall below 85.87 per cent.

As a result of increased parental interest in the schools, we begin to notice a better understanding between teachers and scholars, and parents and teachers. It is not many years since, that one of the most painful and arduous duties your committees had to perform, was that of listening to complaints of parents founded upon the stories of their children, and reconciling differences thus arising between parent and teacher. Your committee have been almost entirely exempt from such trouble during the past year; a single exception is hardly worth recording, were it not to exemplify the force of our conclusion, for in that instance neither father nor mother, in all human probability, has seen the inside of a school-room for twenty-five years.

Chairman.—ISAAC FAIRCHILD.

FALL RIVER.

There is another class in our community—boys and girls of twelve years and upwards. The most of them are employed in factories, and are required by the civil statutes to attend school a portion of every year. But, in our system of graded schools, we cannot find a suitable place where they may attend successfully to the branches most appropriate and useful for them. Their parents wish them to confine their attention to reading, spelling, writing and practical arithmetic. These branches are considered indispensable, and also sufficient in view of the positions they propose to occupy in society. This felt deficiency is partially supplied by the adult evening school; but this school is kept open only a part of each year, and all under fifteen years are excluded; and it does not satisfy the statute which requires them to attend some public or private *day* school. The committee have this subject now under consideration. At the regular meeting in February last, a special committee was appointed with the following instructions: "To consider the expediency of establishing a school for the instruction of such of the youth of the city as are practically denied the advantages of the graded schools, and if in the opinion of said committee the interests of any considerable number of this class of our population would be promoted thereby, to report, at an early meeting of this board, some feasible plan for organizing such a school."

At a subsequent meeting this committee presented a report, which closes with a recommendation which was adopted by the board, and is as follows:

"The undersigned would recommend the establishment of such a school, under the charge of a competent male teacher, with one or two assistant female teachers, as the case may require, in some central position in the city, and that an appropriation be asked for the purpose, of the city government; and also that measures be taken to ascertain the number of scholars of the before-mentioned class, for whom such provision should be made, and the time when they last attended school, so that the plan may be put into early operation."

The Evening School commenced on the 8th of October, and was open five evenings in the week for both sexes, and continued one hundred evenings. The teachers were George W. Locke, Principal, and Joseph B. Read, M. E. Gardner, Caroline A. Slade, and Lucy E. Corey, Assistants. The whole number of scholars entered was 400. The average attendance for the first month was 178; for the first half of the term, 131; for the term, 101. No scholar was registered who did not attend the school one full week. Quite a number came in for an evening or two, and then left, and were not retained on the register. A very large number of scholars under fifteen years of age, came forward to enter the school, but were excluded on account of age. The law authorizes the establishment of an

Evening School for scholars over fifteen years old. All under that age are excluded as not coming within the provisions of the law. The school this year has done an excellent work. The scholars have been industrious and attentive, and made good progress.

School Committee.—WILLIAM MACLAREN, A. S. TRIPP, J. E. DAWLEY, FOSTER HOOPER, CHARLES A. SNOW, SIMEON BORDEN.

MANSFIELD.

During the past year, as will be seen by our detailed report, in many of the districts the same teacher has been employed to teach both the summer and winter terms of school; the result has been, we believe, a far greater interest on the part of scholars, and, consequently, a greater degree of improvement, more zeal, energy and industry on the part of teachers. Different teachers have different modes of governing a school, of hearing recitations, of elucidating, and of communicating instruction; all of which, scholars must become familiar with before they are of any real utility, and before any progress is made by the pupils, and all of which must be learned by scholars at every change of teacher. Much of the term goes by before this is done, and far less improvement is in consequence made than would have been had the teacher of the last term, with whose rules they were familiar, been employed. We therefore advise all those whose duty it is, or shall become, to employ teachers for our schools, to secure, if it be possible, those who have already taught in their schools, if they are believed competent, and if they evince that zeal in their profession necessary to the complete fulfilment of their duties.

One of the greatest obstacles with which the school teacher is called upon to contend, is the want of interest manifested by parents in their own children. The teacher must work alone, and not only without the co-operation and assistance of the parents, but sometimes in direct opposition to the course pursued by them in the management of their children; because the parents neglect their duty, the teacher must labor to eradicate the street and other pernicious influences which have been allowed free and uninterrupted control of the moral faculties of the scholar, (and these are closely allied with the intellectual,) knowing well that unless this is done, the scholar can make no progress, and the entire school be damaged by the example and intercourse of this one. A child who is allowed the full exercise of passion, of will, at home, will hardly ever be an obedient or studious scholar, and if he is not, then the teacher is quite frequently charged with the want of energy and firmness, and denounced as wholly unqualified for the station. Let children be governed at home, and teachers will very rarely, if ever, experience difficulty in governing them at school.

School Committee.—E. M. REED, WILLIAM G. ALLEN, THOMAS M. GEORGE, S. S. SHERMAN, OZIAS ROBINSON, JAMES DRAKE, JAMES W. WHITE, B. L. SHAW.

NEW BEDFORD.

Supervision.—To the constant and critical supervision of our schools we shall owe, in a great measure, their success and efficiency. To the parent it were in vain to look for this oversight; although really more interested than any other person, yet, with strange confidence, he sends his children through all the various grades of education, from primary to high, without so much as a personal acquaintance with the teachers, or once stepping into the school-room, to judge himself of the faithfulness of those public servants entrusted with these great interests, or the suitableness of the rooms where they congregate. To the board, we cannot look for duties so pressing and arduous, for all of them have personal interests pending—work of their own sufficient to engross most of their time and attention. They will therefore either entirely neglect the schools, or attend to their work so inadequately as not to secure the desired success.

We hail, therefore, with gladness, the ordinance for a superintendent—an officer, who, when elected, may devote his whole time to this work. We need a superintendent, not indeed of such high literary qualifications and intellectual greatness as to render him inaccessible to either teachers or pupils; or such fine and fastidious taste, as to overlook the lower grades of schools, and devote himself to make the high school a university, and the grammar schools academies, but of such sweetness of temper, gentlemanly manners, and practical experience, as will render him equally accessible to all, and qualify him for a just discrimination in all the schools, so that equal justice shall be administered and mutual confidence maintained.

I wish to present to the board fully the character and condition of the Almshouse School. Contemplated simply as a reform school in its present relations and condition, it is a sad and serious failure. The association of boys, already viciously inclined, with persons and characters whose habits of intemperance and vagabond life have blunted their moral sensibilities, and developed tempers and attributes at war with virtue and morality, does neither reform nor elevate them; and in such an atmosphere they will only sink lower, and yet lower, in the scale of human degradation. But as a precautionary measure, to render society safer and property more secure, and as a penal school for truancy, it unquestionably exerts a salutary influence; restraining some from leaving school who otherwise would be found in the streets, while in reference to others it affords a cheap method of having their children boarded at the public expense. Simply on the ground of prudence we justify its continuance.

But what we really need is a “truant school,” separate and distinct from every other institution, with its buildings isolated and grounds divided from the outer world by substantial fences, under the control of its own board

of government and instruction. In such a school there would be no counteracting influences at work, and idle, vicious, and truant children would be trained to usefulness, virtue and happiness. Your chairman feels well persuaded that you will find a hearty co-operation in the city government whenever you will send up your petitions for such an institution.

In the organization of the Evening Adult School by this board, the sub-committee, consisting of Messrs. Stowe and Pope, and your chairman, were empowered to provide a place and nominate teachers. They caused the Bush Street Girls' Grammar school-room to be fitted up for that purpose, and removed the gas fixtures from the old Market Street building to it; the Market Street house having been previously surrendered to the committee on public property by the special vote of this board. The male department is under the charge of I. S. Cornish, Esq., assisted by Miss A. M. Bailey, and Miss Sarah Crane. It has entered 113; average attendance, 28. It meets on Monday, Wednesday and Friday evenings, and has been in session ten weeks. The female department is under the charge of Miss E. J. D. Shepherd, assisted by Mrs. P. K. Almy and Miss Anna L. Kempton, meeting on Tuesday, Thursday, and Saturday evenings. It has entered 100; average attendance, 41. The order, success, and utility of this school under the management of such competent and able teachers, is a subject of hearty congratulation to your committee, and should command the confidence of the community. Here that portion of the population, who by misfortune or by birth in places where the light and blessedness of New England schools do not shine, have hitherto been unable to read or write, are put in speedy possession of these most desirable accomplishments. Those whose work prevents attention to education during the day may find here real, solid advantages, which will more than repay the self-denial requisite to success.

Chairman.—G. W. STEARNS.

NORTON.

It is often urged in derogation of the Common Schools of the present day, that "they are not as good as they were twenty years ago; that our fathers had more practical knowledge, more common school learning than our children have; and that we ought to go back to first principles, when our schools cost less money, and do away with the useless and expensive machinery of schools, now so much in vogue." It is one of the commonest things in the world, for all, as we advance in life, to regard all improvements as innovations. The old open fire-place in our dwellings, "the old oaken bucket" hanging in our wells, and the old rough carpenters' benches that graced the school-rooms of our fathers, look better to some, than the modern improvements that have taken their places. Yet we cannot be

young again, neither can society go back to the austere days of our Pilgrim fathers. Can it be the honest wish of any truly wise and good citizen, to see the present and prospective glory of our Common Schools dimmed by a return to the wants and weakness of a former generation? But *our schools cost too much*. Has their cost increased more than every thing else? Contrast, if you please, the expense of our dwelling-houses, our manufacturing establishments, our farming implements, with those of twenty years ago. Then, the wages of a day laborer were seventy-five cents per diem; now, a dollar and a half. Then, the salary of your minister was four hundred dollars, now, eight hundred or a thousand. A lawyer would manage your case then for ten dollars; now he demands fifty. Ought the cost of our Common Schools to be an exception to all this? Again, our children have not got so much "common school learning" as our fathers had. Forty years ago the boys in our schools studied reading, writing, and arithmetic; and the girls reading and writing. An old "ciphering manuscript" would answer for a whole school. It was an "heir loom," descending from generation to generation. Now a boy is a dunce if he cannot readily cast interest at thirteen; and girls at ten can now master Colburn's Mental, a book then never dreamed of. Young ladies in the common walks of life must now study all the solid branches of learning, and many of the ornamental; and boys must be skilled in both, if they would not be behind their compeers. Is it not in the recollection of some of you, fellow citizens, when one person would cast interest on notes for a whole neighborhood?

It is not necessary to pursue this train of remark further. Does not truth say our schools are improving every year? The interest of our fellow citizens in them is unabated. Indeed, there is a growing appreciation of their intrinsic value and excellence. They are not what they ought to be, nor what they might be. They would be far more useful if our children were kept in them longer. Parents ought not to sacrifice the dearest birthright their children possess on the altar of mammon. It is submitted, whether it is the part of wisdom to keep our children in the woods, fields and workshops, rather than in the school-room. The priceless wealth of mental and moral culture, bequeathed to our children, is far more valuable than any pecuniary legacy the hard hand of toil can bestow.

Our fellow citizens have shown true wisdom in their annual appropriations of money for our common schools. Your committee hope they will not only continue to do so, but increase them from year to year. But money is not the only thing wanted to raise their condition. It is a deeper interest on the part of parents in their management and success. There should be a right public sentiment in reference to the numerous and annoying evils continually creeping into our schools. They should be looked after, and rooted out. Rude and improper conduct on the part of scholars should be put down. It is the duty of the parent at home to look after, and govern his child. If

all would come up to the true line of duty, wayward and rebellious spirits would never triumph. A healthy, united public sentiment in a district, makes a prosperous and successful school. Divide the public sentiment; allow it to degenerate into a genuine district quarrel, and you may as well move your school-house into Egypt. Think not, fellow citizens, that the best school committee you can select, nor the best teacher that dwells in the land, alone, can make a district school what it ought to be.

As well might a man with his single hand attempt to stop the moon in her orbit, as for a handful of men to turn back the tide of public sentiment. In unity alone is strength and sure success.

Parents and friends of schools should visit them. Your committee have been gratified to observe the interest of the friends of our schools, as manifested by their attendance at the closing examination, and by their occasional visits of them during term time. This gratification was mingled with regret, because so few fathers came. The value of a school is often measured by the importance its patrons attach to it. Other things being equal, it is a universal rule, that in those districts where the inhabitants most frequently and systematically visit the school, there the best schools are found. Teachers seek such schools to keep; because the parental influence, in such districts is always active in support of every good measure to make them successful. Parents may not be aware of the influence which their seeming neglect may exert. "Every act of parents which shows their manifest lack of interest in a school, reaches both teacher and scholar," and casts a shadow of discouragement over both, often culminating in absolute neglect and indifference. And why should it not be so? Does a good farmer leave the care of his fields and flocks in the charge of a man he was never introduced to, and perhaps has never seen? Would not such a man grow indifferent, just in proportion as he found himself neglected and left alone? How much more should we seek to encourage and help, by our presence, those who have an infinitely higher trust in charge! Teachers should seek an acquaintance with the parents, in reference to the management and instruction of their children. On the opening of a school, an intimate and friendly interchange of feeling should be sought and cherished. It could not but be rich in results. Teachers would be more likely to gain their confidence and esteem, thereby securing their influence and co-operation. Would not difficulties in their schools be less frequent, and when they did come, would they not be more easily adjusted? In a word, a systematic visitation of schools by parents and their friends, judiciously pursued, would greatly tend to the cultivation of the social element in society, and make the district school a dearer and more common bond of union and interest to all.

Fellow citizens:—In drawing this report to a close, your committee would urge upon your consideration the welfare of our Common Schools. Let your interest in them be increased rather than diminished. They are

the choicest vine of New England soil; and although yet some unripe fruit may hang among its clustering branches, we trust it will be pruned and cultivated, till richer and more abundant harvests shall be gathered. Cherish then the Common School. It is the boast of our land. Hold fast to that boast. What more pleasing evidence of our country's true glory, than to see it dotted here and there with village school-houses, and the roads leading thereto thronged with happy children, of both sexes, as cheerily they trip along to their pleasant duties. Plant the germ of truth in the infant understanding. Sow the seeds of instruction in your daughters' minds. Teach your sons the noble deeds of the wise and the good who have gone before them. Nourish this precious growth in them all. It will flourish when your grave-stones, crumbled into dust, shall mingle with the dust they covered. It will flourish when the over-arching heavens shall be rolled together like a scroll, and the immortal spirit has entered upon its everlasting reward.

School Committee.—T. T. ROCKWOOD, BENJAMIN E. SWEET, EDWIN BARROWS.

SWANZEY.

Irregular attendance is a prominent evil connected with the schools. It proves an injury not only to the individual scholar but to the whole school, and greatly embarrasses the teacher in his plans and work. Efforts have been made during the year to diminish the irregular attendance, but to little effect; we are convinced that the remedy for this evil lies principally with the parents. It appears that the ratio of attendance to the whole number of scholars has been for the past year about seventy-nine per cent., showing that more than a fifth of the money appropriated for the support of schools fails of its object. The loss, however, in dollars and cents, does not so much demand consideration as the evil effects on the habits of children and their progress in study. There are many instances in which children are necessarily detained from school, but we apprehend if they were absent only when necessity required, that the average attendance would be at least ninety per cent. of the whole number of scholars. It is hoped this subject will receive more careful attention on the part of parents, and that during the coming year there will be a decided increase in the average attendance.

As physical education is a subject of much importance, we would again refer to the ventilation of school-rooms. Negligence is frequently observed in this matter. The school-houses in several of the districts are very poorly arranged for ventilation. Teachers whose school-rooms are well fitted for ventilation, are not sufficiently careful to keep the air of their rooms pure. Pure air is an admitted essential condition to the preservation of health. The evil effects on the health of the scholar and his

progress in study, arising from sitting six hours a day in a dusty, ill-ventilated school-room, are so obvious that we do not deem it necessary here to refer to them. We hope this subject will receive from all concerned the most careful attention.

Superintending School Committee.—JOB GARDNER, Jr., SETH BROWN, EDWARD F. GARDNER.

TAUNTON.

Attendance of Scholars.—The average attendance in most of the districts is much smaller than it ought to be, as compared with the numbers enrolled under the head of whole attendance. This disparity originates in the very irregular attendance allowed in the districts. For this fault the parents of the scholars are mainly, perhaps we may say, entirely responsible. It is so easy to say yes, and so difficult to say no, when a child asks permission to absent himself from school, for some purpose of amusement, and so easy to keep a child at home for some trifling convenience of the father or the mother, that many parents, by their self-indulgence in these respects, seriously interfere with the best interests of their children. In all our schools, the careful classification of the children is essential to success. The absence of a pupil, for even one-half of a day, throws him just so far behind his class, and interrupts the classification, and destroys the rate of advancement, both for himself and his classmates. And where these absences are frequent, the benefits of classification, without which, we repeat, no school can be prosperously conducted, are almost completely destroyed. The same remarks apply, with a proportionate force, to the subject of tardiness. And we are sorry to report that the cases of tardiness are numerous in most of the districts. The committee cannot enlarge upon this topic; and the parents in our town may very profitably develop these hints to a more rational and consistent practice.

The committee would urge upon all parents and guardians to break up this ruinous habit of allowing their children to attend school either irregularly or tardily. Let the affairs of the household be arranged with a special reference to sending the children always to school, while the school is open, and always in season. If every child enrolled on the registers could attend at every session of the schools, and be present promptly at the hour for the opening of the schools, there is no doubt that their efficiency and the progress of the pupils would be more than doubled.

School-houses.—Although most of our school-houses have been built within a comparatively recent period, yet there are very few of them which come up to our idea of what a school-house ought to be. When we think how large a portion of the time of our children is spent within them,—time, when the body is growing, when the mind is expanding, when the tastes

are forming, we see how important it is that they should be adapted to all these conditions of the young being,—spacious in their dimensions, comfortable in their sittings, properly lighted, equably warmed in the winter, equably cooled in the summer, well ventilated, neatly ornamented, easy to be cleaned, and fitted with all the furniture and helps suited to communicate a knowledge of the studies pursued. How few have reached the standard here suggested !

Our school-houses, however, as they are, without any extensive or expensive changes, may be greatly improved, for the objects which they are designed to subserve. We throw out a few hints in reference to some particulars which deserve attention, in the hope that those having charge of our school-houses will apply them as they have opportunity.

Prudential committees, to whom the charge of the school-houses belongs, should see that any repairs, which may from time to time become necessary, be promptly made. The broken window, or hinge or latch should be immediately replaced ; and where the walls have been defaced, they should be mended without delay.

The black-boards in many of the school-houses need to be smoothed and repainted, or, what is better, replaced by a suitable hard finish, blackened in the composition, making a smooth and durable surface. The black-board is one of the most important items in the furniture of the school-room, of use, not only in the study of arithmetic, but also of geography, of spelling, of grammar, of writing and drawing, and, by supplying an agreeable relief from the confinement of the desks, a valuable auxiliary in the discipline of the school.

A good globe is also a desideratum in every school-room, almost an indispensable, in communicating proper ideas of latitude and longitude, and the relations of the different parts of the earth to each other. Geography can hardly be taught successfully, without this help. We wish that the prudential committees might be able to place a good globe in every school-house.

Suitable cards or tablets may, with great advantage, and at very light expense, be introduced into our school-houses, as a part of their appropriate furniture, especially such as illustrate the analysis of the sounds of letters, and orthography, and the forms of letters and figures, those exhibiting the Roman numerals, and marks of punctuation, and some presenting copies for drawing, and a few containing good moral precepts as rules of life and character. The cost is trifling ; they contribute to the ornamentation of the school-room ; and are really very useful as aids in instruction.

We suggest, also, that where desks or seats are to be replaced in a school-room, or to be procured for a new building, the patent single desks and seats, made with light cast-iron legs or standards, and to be screwed to the floor, while they cost but little more, are far preferable to the close and

cumbersome wooden desks and seats which have been formerly in vogue. They are more convenient of access, are more roomy, present fewer obstacles to sweeping, promote cleanliness, and relieve the pupils themselves from the temptations to deceit and play, and the use of the knife, and the secreting of articles forbidden to the school-room, which are found by experience to be so irresistible to ingenious urchins, sitting in the security of the breastworks afforded by the old-fashioned arrangement. Many rooms, now seeming so cramped and inconvenient, because lumbered by wooden desks and seats, might, by another arrangement, be made commodious and beautiful. The improvement here referred to is more important to the health of the pupils than is commonly supposed.

The ventilation of the school-room should be carefully looked after. Thorough ventilation is absolutely necessary for the comfort and the health of the scholars, and even for the efficient exercise of the brain in the act of study. In almost every school-house an arrangement can be made, in connection with the chimney, or between the studs of the building, simple and inexpensive, by which the upper and lower strata of air in the room may communicate freely and regularly with the external air, so that the impure atmosphere may constantly escape from the school-room, and the pure be constantly admitted. There is occasion for attention to this matter, not only in reference to our school-houses, but in reference to all our public buildings.

We may add that the broom and the foot-mat, as well as the clock and the thermometer, should be always in their place, and that no school-room can be complete without them.

One other suggestion we may venture, while on this subject,—that where a school-house is to be warmed, and there is or can be cheaply made a small cellar, a simple portable furnace is the most convenient and the neatest arrangement for heating that can be procured. Its cost cannot much, if at all, exceed that of a stove and pipe. It is a better heater than the stove, distributing its heat more equably over the whole room. It assists ventilation. It saves in the room the much needed space occupied by the stove. It saves the chips and ashes and dust which are inseparable accompaniments of the stove. It saves the disorder which is produced by children coming from cold corners to warm themselves, and the removal of children uncomfortably heated to cooler localities. And thus, in various ways, the use of the furnace contributes to the comfort, the good order, and the neatness of the school-room.

The District System.—The law of the Commonwealth declares that, “a town may, at any time, abolish the school districts therein,” and provides an equitable mode of adjustment between the town and the districts for the transfer of school-houses and other school property from the district to the town. At the same time, while the law secures to all the towns this absolute

and original right to abolish their districts at any time, it prescribes that "every town divided into school districts, shall, at the annual meeting, in the year 1863, and every third year thereafter, vote upon the question of abolishing such districts." It is proper, therefore, that the attention of the town should be called to this subject in season, that there may be deliberate reflection, and, in due time, intelligent action upon it.

There are two systems between which a choice is to be made,—the municipal system and the district system.

The municipal system is that in which the town or city owns all the school-houses and other school property, and administers all the affairs of the schools, such as contracting with teachers, &c., through its own superintending school committee, there being no division of the territory into legal districts. Many of the towns and cities of the Commonwealth, including about one-half of its whole population, have adopted this system. The principle which underlies this system, is that the town owes to every child, however and wherever situated, within its limits, an equal obligation. And thus, without assigning its responsibility to any other body, directly, by its own immediate agents, provides for each child the education which it judges suitable, and which it is able to bestow.

The district system is that in which the town is divided into districts, each district owning its own school-house, and electing a prudential committee-man, who selects and contracts with the teacher, &c. More than half of the towns in the State still adhere to this system. The principle which underlies this system is that the town, although admitting its obligation to furnish education to all its children, yet assigning its responsibility to the districts, which have very different standards of what a proper education is, does in reality distribute the privileges of education very unequally to its children, leaving those children who are under the management of ignorant or wilful guardians to suffer the consequences of their unhappy situation, while those who are under the management of intelligent and liberal guardians are favored with corresponding advantages.

There is a modification of this system in which towns adopt one feature of the municipal system, in owning the school-houses and other school property, still continuing the districts in existence, and authorizing the prudential committees to select the teachers, &c. Several towns retain the district system in this modified form.

There is, also, another modification of this system, in which towns adopt another feature of the municipal system, in leaving the selection of teachers and the contracting with them to the superintending school committees, in accordance with that provision of the statute which declares that "the school committee, unless the town at its annual meeting determines that the duty may be performed by the prudential committee, shall select and contract with the teachers of the public schools;" still continuing the districts in

existence, with prudential committees who are to discharge all the duties of such officers, except this single duty of selecting and contracting with teachers. We have not the statistics at hand by which to state accurately the number of towns which adhere to the district system in this modified form.

In all the towns where the municipal system is adopted, the public schools are the best. In all the towns where the district system is continued, the schools are the worst. The towns in which the schools maintain a character intermediate between the best and the worst, are those which hold one or the other of the two modified systems above referred to. This is the testimony, without exception, of those who have carefully and thoroughly studied the condition of schools in the several towns of the State, and given a comparative estimate of their merits.

School Committee.—THOMAS H. VAIL, ERASTUS MALTBY, CHARLES H. BRIGHAM, ANDREW POLLARD, MORTIMER BLAKE, H. B. WHEELWRIGHT, JOHN E. SANFORD, THOMAS J. LOTHROP, HARRISON TWEED.

PLYMOUTH COUNTY.

BRIDGEWATER.

We believe in progress, and progress in the right direction. Witness the improvement in school-houses. In six of our thirteen school districts we have convenient and attractive school edifices ; in some of them, buildings so beautiful, spacious, and so well planned and furnished for the purpose designed, as to leave little more in this regard to be desired. The other districts in town, we are confident, will give themselves no rest until all the old, unpainted, unblinded, unsightly, and uncomfortable school-houses shall be swept away, and others take their places better adapted to the high purposes of education—"pleasant to the sight," improving to the taste, and stimulating in their influence, not only upon the esthetic, but also upon the moral and intellectual susceptibilities and activities of the soul.

We may say of school-houses, (when appropriately built, with appropriate furniture and surroundings,) as David said of the "heavens,"—they have "no speech, nor language ; their voice is not heard." But their teaching goes out through all the community ; their words of instruction to all the people. They are most efficient, through silent aids, to parents, teachers and pupils, in their efforts to elevate the standard of education, and extend its benefits throughout the earth.

In connection with improved school-houses, we have noticed with pleasure an increasing interest in the schools on the part of parents ; a growing

sympathy between them and the teachers, manifested by providing for the schools, Town, County, State and other outline maps ; by encouraging a more uniform and punctual attendance of their children at school ; by visiting the schools personally, and by various other offices of attention and kindness.

If parents knew how much of pleasure and encouragement their visits give to teachers and pupils, and also to the committee in the discharge of their duties, we are sure that they would need no urging to this good work ; and once fairly engaged, their feelings would become so enlisted that there would be no danger of "secession" or "nullification."

In concluding this report, we would invite renewed and earnest attention to the inestimable value of our Common Schools, and to the duty of all good citizens to unite in securing for every child in the community the greatest possible measure of their benefits.

We assume, what all will admit, that our public schools, associated as they are with the teachings of the sacred Scriptures, in the duties of "piety, religion and morality," are indispensable to the good order and prosperity of States and Nations. The despotic governments of the old world are based upon, and sustained by the ignorance and superstition of the laboring classes—the mass of the people. The free government of the United States, on the contrary, has its sure foundation, its strength and stability, in the intelligence and virtue of the people—the whole people. Free governments are "children of the light and of the day ;" despotic governments are the offspring of "night and of darkness."

We love—we value beyond all price, our system of free public schools, because it is essential to the prevalence of light ; of useful knowledge, virtue and happiness in the community.

We trust that the light shed from this source will illumine not only the districts immediately around its little centre of influence, but that it will penetrate every part of our land, and of all lands ; thus cementing and perpetuating our Union, imparting strength and efficiency to our free institutions, and contributing in no small measure to hasten the day when all oppression shall cease, and when all nations shall be blessed with free governments and free institutions like our own.

If we wish our Federal Constitution to be preserved in its integrity, our Union to stand "one and indivisible," our laws to be enforced, or rather to be obeyed by a willing people ; if we wish the liberties which we inherit from our fathers to descend unsullied to future generations, and extend to all mankind, let us cherish in our "hearts of hearts," and strive to promote by all means in our power, the cause of education ; the physical, intellectual and moral, education of the whole people. Free and prosperous governments can stand only upon this foundation.

School Committee.—PHILANDER LEACH, GEORGE M. HOOPER.

CARVER.

Employment of Teachers.—The school districts of this town, as well as some other towns, still continue the practice of employing teachers for the respective districts through their school agents. There are some reasons which favor this system, but more objections against it.

We are of opinion that the committee could employ better teachers in many instances than those who are brought before them for examination under the present system. The committee feel delicate about rejecting candidates at the examination, (if there are any who do not come up to the standard of qualifications as teachers,) because it is difficult to obtain good teachers to take their places in season to commence the schools at the appointed time. And even if there was time to overcome this objection, the committee are liable to incur censure from the school agent for rejecting *their teacher*, who may perhaps have been selected on account of “personal favor” rather than real merit.

If the committee were to contract with the teacher, there would be more responsibility resting upon them, consequently they would feel more keenly for the interest of the schools placed under their supervision. We furthermore recommend that good teachers—those who give universal satisfaction, should, as far as practicable, be employed to repeat their labors in the same school; as it is much easier for the teacher and better for the school, each having become better acquainted with the other, to continue the same rule of discipline after once having been adopted. We therefore present these facts for your consideration, and believe that a trial of the new system would prove satisfactory as well as beneficial.

Tardiness and Irregularity in Attendance.—These two evils are classed among the worst enemies to the scholar and severest trials of the teacher. No scholar can succeed who is habitually tardy or irregular in attendance at school. And no teacher can rightly discharge his duty, who either allows himself in such habits, or has scholars addicted to them. A boy who enters the school-room five minutes late, disturbs the harmony and distracts the attention of the whole school. Every eye is turned upon him while he gains his seat and arranges his books and prepares for study. All which things he should have done five minutes earlier. In a school of fifty, one person thus coming in five minutes behind, causes a clear loss of four hours and ten minutes. But when instead of one scholar five minutes tardy, some half a dozen or more come loitering along at uneven intervals from opening school until recess, the evil is such as would be sufficient of itself to spoil the best school in the State. Again, this habit of tardiness fosters another like it, but if possible, worse. The registers of our teachers will show an average non-attendance by some of the scholars, of one, two, three, and even four days in the week. Still, the parents of

these scholars will wonder why their children are so backward in their studies, and agree to lay all the blame on the teacher, who long since has despaired of instructing scholars who are seldom present to receive it. Let such ones know that the only remedy for the evils of which they complain, is a prompt and constant attendance at school.

Visitation by Parents and Others.—This subject has repeatedly been brought before the people. We are pleased to note that our school registers show an improvement in this respect. But we would still urge its importance, for we do know that the presence of familiar faces, and the approbation of parents and others, (when it is deserving,) is an encouragement to both teacher and scholars.

School Committee.—S. F. JENKINS, JOHN BENT, E. M. DUNHAM.

EAST BRIDGEWATER.

Chief Demand of all the Schools.—This demand, we hesitate not to say, is met only by the services of a well-qualified teacher. For unless the teacher who has charge of a school is well qualified for his position, all else that is done to improve its condition will be of little avail.

It is gratifying that teachers are fixing their attention upon a higher standard; are improving to such an extent the increased means to reach it; and in the same proportion are elevating the character of our schools.

Scientific and moral qualifications are indeed of the first importance; but there are other qualities, equally indispensable, such as love for the work, and ability to govern in such a way as to secure the love of the school. That teacher will always succeed much the best, who, by a kind and conciliatory course of means, convinces his pupils that he has a sincere and earnest interest in their welfare and success. But without their cheerful sympathy, respect and co-operation, his most untiring efforts will be nearly in vain.

Patience, self-control and courtesy; calm deliberation in administering necessary correction; a disuse of ridicule and sarcasm; a sufficient dignity to command respect, and at the same time so much kind familiarity as to win the good-will of the pupils,—these are qualities which should be possessed by those who propose to assume the responsibilities of the teacher's office. And to deficiencies in these, or some of them, almost every failure that occurs in it is to be attributed.

Besides, as children are creatures of imitation, looking to their instructors as proper models, they will be quite likely to copy in their own conduct and manners the evil as well as the good. In the intercourse of the school-room, every element of character in the teacher is an educator;

and no material defect can be compensated by any amount of literary attainments.

Now in many cases the superintending committee can judge only of the literary merits of the candidate. Nothing but actual experiment can decide whether he has the other essential qualifications or not.

Therefore the prudential committees, to whom, in this town, is entrusted the business of presenting teachers for the schools, have a very responsible work. Indeed, it has perhaps a greater effect on the welfare of schools than that of the general committee. They should take, then, the greatest care, using all practicable methods in selecting such teachers as have, in a high degree, all the essential qualifications.

School Committee.—BAALIS SANFORD, B. W. HARRIS, E. O. GROVER.

HANOVER.

It is the opinion of the committee, particularly the senior members of it, who only can judge correctly of this matter, that the schools in this town have improved one hundred per cent. during the last three years. Never before were the school-houses in so good repair as now; these will compare favorably with those in other towns. But they will require constant and careful looking after to repair and forestall injuries.

A blackboard overmuch worn or defaced—a hole in the ceiling—a pane of glass out—a blind shattered—a door that will not stay shut, or a stove out of order,—is often a serious injury to a school, ruffling the temper of the teacher or the pupils, and inuring them to disorder of which they may ever be patient afterwards.

Good teachers are the chief want in our schools—a want which it is not easy to supply. As in other professions, so in that of teaching, there are few that excel. The committee have endeavored to obtain the best teachers which the money at their disposal would enable them to secure, always giving the preference, other things being equal, to those who reside in town. They believe that the teachers engaged by them last year average as high, as to qualification and success, as can ordinarily be found. The selection of teachers, having recently, by action of the town, been devolved on others, the committee will be glad if this shall prove the “more excellent way.” Any attempt to lower the wages of teachers, so far as it is successful, will lower the standing of the schools, by repelling the best teachers and attracting those of moderate talents, as any person of good sense will see.

The mutual relations and responsibilities of those concerned in our schools, are very intimate. The superintending and subordinate committees—the parents or guardians, and teachers, should all feel that they have one end in view; that end is the most perfect education, which can be

realized, by the young in our Common Schools. To reach this end, there needs to be harmony of feeling and action. All are not expected to entertain the same views—all would not pursue the same course. Hence there must be mutual forbearance and a willingness often to yield personal preferences for the sake of peace. From a disregard of these precautions, it often happens that differences of trivial moment in themselves, grow into serious animosities, and evils of great magnitude follow, which a little forbearance at the first would have prevented.

School Committee.—JACOB TUCK, J. H. STUDLEY, J. AIKEN.

HANSON.

We will add but a few thoughts of a general character. In reviewing the schools for the past year, we are happy to believe that on the whole they have come fully up to the standard of former years; and that they have not been without results of a beneficial and gratifying nature. Nor would we fail to return our sincere thanks to the various teachers to whose earnest and faithful endeavors we are indebted for so large a share of this success. The labors of the conscientious teacher, while they are never slight, are very frequently severe and exhausting, and demand our warmest acknowledgments. And here we would fain impress more deeply upon the minds of parents and guardians, the great importance of sympathy and co-operation with the teacher. It would be unjust to say that very many of them really feel no concern in the exercises of the school-room. But so far as relates to any public manifestation thereof, the registers will bear us out in saying that not one in fifty of them, at the very best, even take the trouble to visit the schools in person. Now let us seriously ask, is this right? How can they expect teachers to be very anxious for the progress of their children, if they take no pains to exhibit regard therefor themselves? It is no answer to say that teachers are paid for their services. If in consideration of a few dollars, a teacher, perhaps an entire stranger to all in the district, is expected to be zealous in the discharge of his duties, with how much more weight must the obligation rest upon parents, whose interest in the educational improvement of their children cannot be estimated in dollars and cents—can be measured only by the love they bear them. Teachers and committees are but servants, or hired workmen; parents and guardians are their employers. Do the latter remember, in respect to the former, that every shrewd business man satisfies himself, by personal observation, that those to whom he pays his money, are faithful to his interests. Then visit the schools, and be assured that your presence and the kindly manifestation of your sympathy and interest will give new life, vigor, and success to the pursuits of the school-room, by stimulating and encouraging alike the labors of teacher and

scholar. Unless this is done, it is impossible that we experience the best effects of which our schools are capable. We respectfully suggest, also, that there should be a better acquaintance cultivated between parents and teacher than usually exists. In some districts they are, personally, for the most part, entire strangers to each other. The natural consequence is, that misunderstandings, accompanied by unkind feelings and words, are much more liable to arise than would otherwise be the case; and the interests of both parties, and through them, of the public, are thereby made to suffer. It is not natural that teachers should feel so deeply interested in the children of strangers as in those of acquaintances and friends. Then, too, children, with or without good cause, sometimes represent themselves, at home, as badly abused at school. Parents are not generally inclined to believe their children guilty of wilful misrepresentations, and so, instead of going kindly to the teacher for an explanation or apology, as they might do if acquainted and thus prevent unpleasant results, they take their word, and either make bitter and unjust complaints, or withdraw them from school, or very likely both. Acquaintanceship at least can do no harm, while in most cases it cannot fail to be pleasant and profitable. Let it be encouraged to the utmost practicable extent.

One of your committee, on visiting a school last summer which registered eighteen scholars, found but two present. This is an unusual circumstance, but we are sorry to say, it is often too nearly approximated in too many of our schools. Like all others whose duties have made themselves familiar with our schools, we feel deeply the great disadvantages of their present arrangement. We can hardly hope that the town feels prepared to take action in relation thereto, at the present time; nor do we deem it advisable to enter now upon a discussion of the subject, especially as it has been so often and fully dwelt upon in previous reports; but justice to our own feelings permits us to do no less than declare our conviction that some essential change in our district system is of vital importance to the educational interests of the town. We have too many districts. They should be reduced or abolished, and the schools placed more on an equal footing in regard to the number and requirements of the scholars. For instance, let us have six districts, so arranged that each school shall have forty-three scholars, instead of, as at present, one having seventy-one, and another but fourteen. And if they could be graded it would be better still. Every one must see the want of economy in putting side by side the child of five years of age, just commencing to learn his letters, and the boy of fifteen, who is well advanced in the highest studies of the school. No teacher, at least if the school be large, can give each of these that attention which he should and might receive under other circumstances.

School Committee.—GEORGE F. STETSON, THOMAS GURNEY, 2d, ISAIAH BEARCE.

KINGSTON.

A monthly report has been introduced, which has proved advantageous to scholars, teachers and committee—the teachers reporting to the committee, at the close of each month, the number of days in session, absences, tardinesses, and whisperings, thereby giving to the committee a very good knowledge of the condition of the schools; the committee making an abstract report from these several reports for each teacher, containing the percentage of the above named items, and the relative standing of each school. That this has increased the attendance in the schools may be seen by the successive monthly reports. The attendance in some districts would have been much larger, but for the absence of a few who were kept at home a long time on account of sickness.

This, too, has created some rivalry and emulation among the scholars of the different schools; has created a mutual interest and acquaintance, where they had before been strangers.

Of teachers we have two kinds: one teaches principles, the other rules. One teaches in general terms, and demands reasons; while the other teaches only a mechanical performance, applicable only in one case. By the former the scholar is taught to be his own master and text-book—to think for himself. Scarcely a question is solved that does not involve some general principle, and he is made acquainted with that principle. If a rule is given in arithmetic, he is expected to analyze that rule until he is familiar with its meaning and the principle on which it is based, and can give it in his own language. In this way each step is a victory gained, and a real progress made. The pupil may ascend higher and higher, step by step, understandingly and unhesitatingly, for he is sure the foundation is good.

By the latter, the scholar is as well prepared, perhaps, to perform the work, which he, parrot-like, has learned by rote, and can repeat with precision the various rules from his book by mere force of habit, but knows not where to apply those rules in every day life. In arithmetic, he may perform every example in his text-book with correctness, and at every repetition be able to write the figures in the same order; yet, asked to solve the simplest question in every day life, would tell you it was not in his book. In grammar, after having learned from the teacher to parse a verse or two, perhaps by spending a whole term, rattles off the lesson rapidly, making never a mistake, and friends and parents go away with the most favorable impression of the progress made, and laud both teacher and pupil to the skies, while the latter may never have learned to think for himself in a single instance; and should he be called upon to answer any general question, would be utterly at a loss for a reply. So of any other study in our Common Schools that requires a reasoning faculty. Should one of the former class of teachers follow one of the latter, by order of the

numerous changes which are annually made, to the injury of our schools, his task becomes doubly arduous, from the dissimilarity of the two systems, and the consequent conflicting methods of teaching. He has not only to overcome the unwillingness to study again what the scholars are constantly reminding him "they studied last term," and which, from questioning, he finds they have not the remotest idea of, but to teach them to study and think for themselves; and no one can tell, until he has tried himself, how hard it is to make a child give a reason, who has never looked beyond the simple performance. Our youth should be made to reason for themselves, and to depend upon their own powers, mentally as well as physically. They need to learn to work, for labor is the condition for the development of all our powers, and there can never be real excellence without it in any department. Every truly acquired power, either of mind or body, gives ability to proceed with an accelerated ratio and impulse. If the teacher is to call for nothing but an oral answer, simply in the affirmative or negative, and this previously given by the teacher, the study is no discipline to the mind of the child. This answer, even, would be useless, were the question asked in a different manner, of which we often have evidence at our public examinations. The scholars may be assisted and encouraged in their work, but no teacher should practice doing their work for them. Another reason why they should work for themselves is the good of the whole school. If scholars find that there is something to be learned besides bare words, or that a poor lesson will not be tolerated, they busy themselves about their studies, and necessarily become more orderly from the fact that temptation flies from the zealous worker, and haunts only the minds of the idle; and instead of whipping a scholar because he does not sit still, you have given him a stimulus which will cure many of the evils of a disorderly school without the rod.

And this leads to the matter of punishments, which all will agree are sometimes necessary, but as to how, when and where, there is a diversity of opinion. It is impossible to write a list of punishments like a code of laws, for we know not all the circumstances which may demand them; but we can draw some general conclusions. Anywhere, out of school or in, more depends upon a seasonable punishment than upon a severe one. "A stitch in time saves nine," is a homely proverb, but as true in discipline as in any of the practical duties of life. One reprimand at the outset would save many subsequent words and punishments, and much general trouble; and this, given at home, would oftentimes save all the difficulty in school, and instead of severely whipping some of our large boys near the close of the school, and leaving an unpleasant feeling between teacher and pupils,—as has been the case in one instance,—there might have been a more orderly school throughout the term, and ended with mutual good will. The method adopted by some of obliging the offender to learn a number of verses, in

proportion to the enormity of the offence, with the plea that it is a mental exercise, and therefore a mental benefit as well as a punishment, should not be adopted as a general rule, particularly when the verses are to be learned from the Bible. The most tempting food, when once taken as a medicine, is usually ever after rejected by the individual. So the child may ever after detest the Bible, or to commit any thing to memory. This, however, is not the only difficulty. It meets generally the disapproval of the inhabitants, and causes questions and answers which leave any thing but a favorable impression of the Bible on the mind of the child, and which are derogatory to the character of the school and the successful government of the same. But whatever the punishment, let it be done in season. Notice the first offence. If this be overlooked, the next will be greater, for children are keen observers, and the first impression is ever strongest. In nine cases out of ten if you neglect the first offence, the punishments will increase in number and severity, until the rod is as familiar to the scholar as his textbook, and he would run from one as quick as the other. In such a case, all good feeling is lost between scholar and teacher, on which depends the real secret of success.

School Committee.—JOSEPH PECKHAM, STEPHEN HOLMES, 2d, WALTER H. FAUNCE.

MARION.

Irregular attendance is a serious evil. It is a subject that has so often been presented to the notice of the people of this town, that it would seem almost useless to advert to it here. But your committee cannot forbear saying something in reference to it. We are aware that circumstances, oftentimes render absences from school almost unavoidable. But, could not this evil be remedied in a measure, if parents set a proper value on every hour of the seed time of the youthful mind? There is one species of absence which might be regarded the most insidious of all others, and one that is not considered of much importance by parents generally, and that is, the absence caused by the too frequent dismissals from school; and as it does not appear on the register, it is not apt to be noticed. However, it robs the child of many hours of school time, which might be spent in a profitable manner. Many parents are very tenacious in having their children attend school *every* day, yet, if a child *teases* them to allow him to be dismissed, they grant his request upon his representation that he will wait until his lesson is recited. Now the fact is, that in the most of schools the child does not finish his lessons until the school closes. Usually, the last exercise and one of the greatest importance, is spelling, in which all, except the smallest scholars, are engaged. We will not dwell on this subject. "A word to the wise is sufficient."

School Committee.—SILAS B. ALLEN, M. E. SIMMONS, REUBEN B. SWIFT.

NORTH BRIDGEWATER.

One serious evil infesting all our schools, which teachers cannot correct, and parents can, is irregularity of attendance. Its amount is perhaps much greater than many are aware. From the returns made by our teachers, it appears that it varied in the different schools from five to forty per cent.; averaging twenty per cent., or more. That is, a fifth part of the scholars are constantly absent. The consequences are, broken classes, imperfect lessons, loss of interest, the teacher troubled, perplexed, and oftentimes discouraged. Nor is this all. A fifth part of the money which the town annually appropriates for the support of its schools, is, also, in a measure wasted or thrown away; and the scholars, as a whole, are defrauded of a fifth part of their opportunities for obtaining an education sufficient at the best for only the more ordinary avocations of life. These are simple facts, without coloring. Yet they ought to be sufficient to arouse parents to a sense of their duty, and cause them to make the most strenuous efforts to keep their children constantly at school.

School Committee.—E. G. AMES, H. A. FORD, G. E. PRATT.

PEMBROKE.

The Teachers Employed by Whom?—We would earnestly recommend that the teachers of your schools be employed, without additional expense, by the school committee, who have more to do than any one else with the schools, attend more to the matter of teaching, and are better acquainted with those who engage in this business. Selection needs to be made, and discrimination used—matters which under the system of prudential committees are often little thought of. We would that a higher order of talent, in many cases, be sought out and employed to serve you. Your good and the good of the schools demand this change.

The Qualifications of Teachers.—If you want a horse-shoe made, or prescriptions given relating to bodily health, you engage a man who has served an apprenticeship, and learned the business of the smith, or the physician. Is the subject under review one of less importance? It is the plainest of truths, that we want teachers who have prepared themselves for the profession by a regular course of attendance at a school where the art of teaching is the special pursuit. For the important reason involved, and because you help sustain the Normal School system, our town should have some of the advantages it affords. A word to the wise is sufficient.

It is not, I believe, generally understood among us, that there is a wide difference between teaching and hearing lessons merely. The science of human nature and of mind,—what is the wisest treatment of the former, and

the best way of awakening and instructing the latter, must be acquired before the benefits can be imparted, and high success mark the effort. This is the commonest of common sense. The instructor who has only looked into his text-book, and depends alone upon that, "requiring and only asking a *verbatim* recitation of the words of the author does no more teaching than a scholar would perform who knew how to read. Such are simply prompters, not teachers."

Less Districts and More School.—There are 258 scholars this year, in town. If these were arranged in four districts, or at most five, all might have the benefit of an annual school, sufficient time being allowed for vacations. This, fellow citizens, you perceive, would be an immense advantage over the present arrangement, by which six or seven months are all the schools have through the year. A similar plan was wisely advocated by your citizen, Rev. Mr. Allen, several years ago. With this less number of districts, the children would not have a greater distance to go by the road, than they now measure off every day in their sports. Let us not withhold from our children this great gain of an annual school, because the school-house would be located a little further off. We but utter the opinion of the well-wishers of learning.

High School.—Men and Brethren: your self-interest as well as your honor, demands such a school. Poverty follows in the train of ignorance. Look among the aborigines of this land. A town that educates the rising generation with little more than skill enough to drive a horse or wield a hoe, takes a very effective way to be poor. Your boys, if their powers were thoroughly exercised and trained in the way proposed, would be prepared—some of them—to engage in lucrative occupations, and would attain to wealth. Blessed be the increase of dollars and their uses in a well-educated and religious-minded community. The horse does not become rich because no moral character has been formed in him, and no understanding instructed. Give to the youth the very best outfit in mental culture, not only as a means of usefulness, respectability, and influence, but of wealth. Do not let them go out into the world with a mere pittance of preparation, to swell the tide of poverty and brutishness. Fathers, mothers, all, love the good name of your town, and do not let a little expense or a few rods of extra travel from some parts for the children and young persons, stand in the way of this great moral and moneyed advantage.

School Committee.—NATHAN T. SHEPHERD, THOMAS STETSON, W. M. BICKNELL.

SOUTH SCITUATE.

A school is seldom a failure where a disposition exists on the part of parents to co-operate warmly and earnestly in the plans of the teacher for its prosperity and progress; to judge charitably of her intentions, and

kindly of her actions. And, in order to do this, we cannot too strongly urge the importance of parents visiting the schools, that they may be able to judge for themselves of their management, and afford encouragement and support to the teacher. More trouble is occasioned in our schools by distorted and exaggerated reports, than in almost any other way; and, surely, it is worth the half day to be able to see for one's self and judge by personal observation. Nor will this be all the benefit to be derived from such visits; for parents will find their own interest quickened and deepened, in the progress of their children. Some object to visiting the schools because they feel themselves incompetent to judge correctly of the studies pursued there; but we cannot admit the force of the excuse. Any person of common intelligence can decide whether a school is disorderly or quiet; studious or idle; and it is not necessary to be able to solve a problem in algebra, or to be a critic in grammar, to know whether the general management of the school is judicious. We know that in some parts of the town this matter is attended to. We wish it was more common everywhere, and we believe its general adoption would do very much to promote good feelings between parents and teachers.

School Committee.—DAVID B. FORD, JAMES SOUTHWORTH, ISAAC TOTMAN, JR.

WAREHAM.

Next in importance to the providing of good text-books for scholars, is—punctuality on their part;—and that, not alone in getting to school, but in every thing that is to be done in the school-room. Such punctuality is specially indispensable where the number of classes is large in a large school. That scholar who is late an half-hour might as well be absent for the half-day; his studies are each an half-hour late. I simply state that the ratio of scholars attending school to the actual number upon the register is as 20 to 27. Here is a joint duty for parents and teachers. The teacher may exert his utmost to enforce prompt attendance, but it is to no purpose if the parent encourages tardiness or absence by neglect to notice it, or by requiring the child's assistance at times interfering with school-hours. However right such interference may seem at the time, it is imprudent, because the child reasons that he may be tardy at other times, and that the rule made by the teacher, broken once by his father's authority, is not entitled to great observance. The evil extends further; the other scholars catch the contagion of tardiness and want of punctuality. We, therefore, ask parents to forego the convenience to themselves, and allow the child to gain habits of promptness and to secure the time for study, which the tardy moments steal from him. We shall hope that these candid words will be more efficient for the promotion of punctuality, and the consequent advancement of the

child, and gain to the school, than the enforcement of the truant law, or the recommendation of appointment of a truant committee. Let not other towns with their truant committees be in advance of Wareham, which has no such officers of the law.

Upon the subject of schools and the general direction of affairs in the school-room, it may be well to premise a few words of the chief importance, in our estimation, of discipline. While all agree that good order is necessary in the school, many act upon the idea that it is only incidental to instruction, and is to be preserved so far as time for its observance may be snatched from the intervals of recitations. A periodical castigation of the ring-leader, as an intimidation of the less fractious, is all that duty requires, as some estimate duty in this particular. But we claim that the maintenance of discipline, that is, of method in all that is done in the school-room, is to be inculcated as of the first importance, and to the laying aside of the business of the moment, though it be the hearing of a recitation. No time is lost by an exclusive attention to order; for discipline is as needful to train the boy as is the knowledge from books. That which is chiefly beneficial to the success of the man, is the habit of doing every thing in its proper time, and the power to concentrate the mind upon the business of the hour, to the forgetfulness of that allotted to other hours.

The school-room lays the foundation of such exact habits, or of the reverse. As is the discipline of school life so are the correct and prompt habits of after life. Not only is the establishing of good order no loss of time, it is an aid to the acquisition of knowledge from books. For if the school be not first rid of idle and noisy children, to say nothing of the wilfully disobedient, the efforts of the teacher are as ill-directed and futile as the labors of the husbandman who sows the seed before removing the stones and preparing the ground.

School Committee.—EMORY F. HOLWAY, BENJAMIN FEARING, Jr., SAMUEL T. T. SHERMAN.

WEST BRIDGEWATER.

In conclusion, we think that not enough interest is felt by parents generally in that portion of their children's lives which is passed in the school-room. It is too seldom that the parent takes sufficient pains to become acquainted with the teacher, or practically with the influences to which the child is exposed, or the progress he is making, and in what direction. Every thing else of equal importance, and many things of much inferior consequence, are thought worthy of personal attention and examination; but these subjects are left to hearsay, to the reports of scholars or neighbors. One would think, to observe the non-visiting of schools, that it was considered a hardship to be avoided, rather than an acknowledged duty and a

possible pleasure. It is well to visit a school at its final examination, as many do ; but it is well also to bear in mind that then, in general, results are to be seen, and not processes,—the end, and not the means, which are usually of greater importance. It is not enough to know that the pupil has recited so much in this branch, or can answer so many questions in that ; it is better to know whether he is acquiring habits of industry, of patient study and correct behavior, which can only be ascertained by seeing the school in its every-day working dress, not the finery of examination-day. The law requires the schools severally to be visited by the committee every month : it seems to us that parents have a deeper interest in the welfare of a school than any others can possibly feel ; and that, if they cannot spend the time to make visits monthly, they can at least enter the school-room occasionally in the course of the year. Both teacher and pupil are encouraged by the presence and sympathy of the members of the district.

School Committee.—T. B. CALDWELL, GEORGE A. COLLAMORE, FREDERICK COPELAND.

BARNSTABLE COUNTY.

BARNSTABLE.

Our schools are rendered inefficient by the apathy of parents. There are some children who are docile, modest, and respectful. These are rightly trained at home. They love and obey their father and mother. Their parents are reasonable, and second the labors of the teacher, and make his duties pleasant. There are others in our schools who are rude, disrespectful, insolent, conceited, and self-willed. Over them the teacher has little permanent control. The reason is obvious : they are just what they have been made at home. Parents would do well to reflect on the fact that their children are their advertising medium. They exhibit, in their spirit, temper, and conduct, *fac-similes* of themselves. The teacher knows the type of one or both parents before he sees them.

Let us earnestly entreat fathers and mothers to reflect upon their duty and responsibility. Take the teacher of your children by the hand as a valuable co-laborer and friend, not for his own, but “for his work’s sake.” Inspire respect for the teacher, and inculcate obedience to his proper authority. Manifest an interest at home in your children’s preparing for recitation, and strengthen the teacher’s influence, and evince your confidence, approval, and good-will towards him, by frequent visits to the school-room.

Our schools are generally in an increasingly prosperous condition. We admit our high ambition to see them all they may be under the most favorable conditions in the power of all interested to control.

To secure a true education to your children, there must be cordial co-operation of all the parties most deeply concerned—the parent, the pupil, and his instructor. Let parents do their duty, and our schools will answer their true ends.

School Committee.—ASA E. LOVELL, THEODORE F. BASSET, JOHN M. SMITH.

EASTHAM.

It is a fact, we think, that will not be denied, that no influence nor instruction is more potent than parental; and hence the necessity of care that it should be such as shall influence them to regard such advice and instruction as shall do them good in after life. It is a law of our nature that every-body will be educated. If the moral and intellectual faculties are not suitably trained and educated in early life, it is certain that the animal and lower faculties will be; for scholars are not confined to school-hours,—they are in operation in the streets, in places of public resort, in places of amusement, to the great hindrance of that intelligent instruction which is greatly needed to meet the changing events of human life. With parents rests a fearful responsibility in regard to the education of their children, and those under their care. Whoever looks ahead upon the rising generation, cannot but be impressed with the mighty difference that exists between a well-instructed, intelligent, young person, and one whose mind is dark and void, not having that instruction which is necessary to prepare him for the active duties of life, and with which he would be able to discover and appreciate the wonders of nature, and look from “nature up to nature’s God.”

It may be asked, “what is to be done?” We answer, we know not what more can be done than is already done by the public. An intellectual feast is prepared for all who desire to partake of it, the servants have gone over the land and invited the guests; but with many, excuses are made that their other duties prevent their coming, and authorities are limited to their circles, and influences that are incident to humanity. It is very unpleasant to reflect upon the condition and prospects of a young man blessed with a vigorous physical constitution, and all the natural demands for intellectual improvement, spending months of his youthful life in useless pursuits, and vain amusements, while an intellectual treat is ready for him, and without which, he must, through life, suffer its consequences. It is admitted that knowledge tends to virtue and happiness, while ignorance tends to crime and infamy.

For the encouragement of those who desire instruction, we would say, that knowledge is eternal. It will never leave you. It will go with you to the spirit world, and there aid you in swelling the triumphs and glory of Him who is infinite in wisdom, while houses and lands are finite, and limited in their duration. "Riches take to themselves wings and fly away;" and if not, they must soon pass into other hands, and we return, as we came, with nothing material that we can call our own.

School Committee.—MICHAEL COLLINS, REUBEN NICKERSON, Jr., MYRICK CLARK.

HARWICH.

In concluding this report we can but reiterate what we have already said. In order to secure better schools, we need first to have better school-houses. Many of our houses are not only uninviting in their appearance, but really injurious to health. Parents should give more attention to their schools by personal visitation. There is a great want of this in a majority of the districts. When we manifest an interest in this way for our children, they will begin to manifest an interest for themselves. Let there be, then, an increase of visitations. There are matters of local character, that might have been alluded to in a report, but we have thought it best to speak of them only where they have application, believing that in this way our suggestions may prove of greater avail. With a band of active and energetic teachers, and an increase of parental influence and interest, we hope to record a more prosperous coming year than we have been able to do in the past.

School Committee.—F. HEBARD, S. BROOKS, W. DOANE, Jr.

ORLEANS.

Irregular attendance is a hackneyed subject, but one of great importance nevertheless; and to remedy this evil, in some measure, the present board of school committee revived and endeavored to enforce the rule adopted at the time the present school system went into operation in this town, viz.: requiring written excuses from the parents for every case of absence or tardiness. The reasonableness of this rule was obvious, and cheerfully complied with by a very large proportion of the parents in each district; but there were unfortunately some few exceptions, and instead of the excuse written in the usual form, messages were occasionally sent to the teachers, which were any thing else than complimentary to the teachers or the school committee, and certainly were no honor to the writers. This rule has proved a fruitful theme for fault-finding, but has been adhered to, and has very evidently secured a much more constant and punctual attendance, and it is to be hoped will not again be suffered to go into disuse.

The want of interest and a hearty co-operation with the committee and teachers on the part of the parents in their efforts to introduce and carry out such improvements as are needed from time to time, and their delinquencies in not frequently visiting the schools, and thereby manifesting an interest in their progress, have certainly a very discouraging effect. Those parents are generally the first to detect faults, and the loudest in their complaints, who never visit the schools, and of course know very little about them from personal observation. The great mistake of sending children to school mainly to be governed, instead of being instructed, and to see how they like their teacher, instead of seeing how fast and how thoroughly he can instruct them, is a mistake susceptible of being easily rectified by the parents.

There seems to exist in the minds of a certain portion of this community a desire to return to the old district system, the great advantage of which system is, as they suppose, the privilege of selecting their teachers without the intervention of a town committee, and the more immediate control of their school affairs. In our opinion, a return to this antiquated and almost obsolete system would be a long step backward towards the "dark ages," and those who advocate it would not realize the advantage they may now suppose. We lose, by removal, some of our most enterprising and valued citizens every year; and one, and a very important reason given is, the desire to place their children where they can enjoy far better educational advantages, and at a much less cost to them, than are here to be found. The large amount generously appropriated by the town for schools should give us superior educational privileges, fully equal to those of any town in the county. This, however, is not strictly the fact, and until parents cease to oppose all efforts for advancement and improvement, to send their children to school to be governed rather than instructed, to magnify the trifling faults, and overlook and ignore the good qualities of the teachers, so long shall we fail to receive the full and proper benefit from our schools, be the amount of money expended on them small or great. Go back to the old district system, with all its objections and imperfections; or, for the purpose of complying with the requirements of the law merely, select for school committees the most ignorant men that can be found, and men the most unsuitable, on every account, to superintend the education of your children,—find all manner of fault, and heap all possible abuse upon the heads of those who are so regardless of their own interests as to serve in the thankless office of town school committee, and we can retrograde with a rapidity sufficient to satisfy the most conservative and the most retropulsive individual among us.

School Committee.—JOHN KENRICK, BENJAMIN F. SEABURY, IRA MAYO.

PROVINCETOWN.

We believe, in very many instances where our schools have failed to accomplish the desired object, the true cause may be traced to parents. We will admit, if you please, that the teachers may not have been fully equal to their tasks ; yet had the parents, instead of endeavoring to instil into the minds of their children that the schools were a failure, by their sympathy with the teachers endeavored to assist them in surmounting the obstacles which beset their way, they would at least have been able, at the close of the term, to have witnessed the good results of their labors.

But we would not have parents understand that this is all of their duty to the schools and the children. We believe there is a kind of education which should be bestowed upon every child, different it may be in some respects from that of the school-room, yet tending to the same results. That the home circle should be the place where the child should receive its first correct impressions, none can deny. Home education, home training, should walk hand in hand with that of the school-room. One may become nearly perfect without the aid of the other ; but the reverse cannot be true. Parents fully understand that it is an easy matter, comparatively, to train a child in the right direction, in its infancy. The mind is then in a state to receive impressions either for good or evil, and its will can then be made subservient to that of the parents. Withhold, if you please, all proper restraint from the child until it arrives at an age which is proper for it to enter the Primary School, and you at once impose a task upon its teachers to bring it under proper discipline, much greater than would be required to impart proper instruction in the various branches which are taught in that school. The child, if correctly taught in its infancy, can be made to understand that the commands of the parents must be obeyed ; and when this idea assumes the ascendancy in its mind, a step has been taken in its education which will be clearly perceptible by its future instructors.

Do parents complain that our schools fail to answer the purposes for which they were intended ? Then we say, with all due respect, search your own households, and see if perchance you cannot find something therein, which, if attended to by you, will not, in a great measure, obviate this difficulty.

Taking it for granted, as we do, that home education and that of the school-room should be closely identified with each other, we beg leave to say that the moral education of our youth should occupy the particular attention of parents and teachers. We believe it is an element in the education of a child, which should not only be equal to, but take the precedence of, all others. And yet, in the opinion of your committee, it is one which is looked upon with too little favor by those whose especial duty it is to inculcate wholesome instruction. We cannot be blind to the fact, that

there is a certain looseness in this respect, clearly perceptible in the younger portion of our community. Even in our streets we almost daily witness scenes enacted which should be frowned upon by every lover of good order and decency.

We are well aware that it is very difficult for parents to entertain for a moment an idea that their children would, by any possibility, turn from the paths of rectitude and right; and yet, we would ask, is it not far better to suppose that such may be the fact, and use the proper means to guard against it, than to eventually experience the sad reality when ruin and shame have taken possession of your households?

Let us set before our children daily examples of morality; let us watch closely their outgoings and incomings; let them be made to understand that upon it depends very much their success in life; and the good results of these labors will not only be seen in our streets, but our schools will be made to exhibit the watchful care of parents.

School Committee.—S. A. PAINE, N. D. FREEMAN, CHARLES NICKERSON.

TRURO.

The condition and progress of the schools will require a thought in passing. The loss of time from tardiness and absence has been so ably illustrated and carefully pointed out in former reports of this board, that only a line will be devoted to it at this time. Tardy scholars are less numerous than formerly; but the number of days in which scholars are absent, and that too from so trifling causes, is truly to be lamented. Some scholars do not attend school one-half of the time; others one-third, and so on to those who are never absent, except sick. There is but one remedy, and that is not in the hands of the committee. It is the parents of scholars who have the remedy. Oh, that we could persuade them to apply it to those parts that need it so much. Do parents, who allow their children to be absent from school for trifling reasons, think? Do they think that the loss of a day can never be made up? If the scholar who is absent one-fourth, one-third, or one-half of the time has not learned any thing, is the teacher to be blamed? are the committee to be blamed? or to whom is the blame to be attached? The wonder is how some children ever do learn.

The legislature has vested large powers in school committees, and they are responsible to the Commonwealth, the towns, and scholars, for the successful working of the schools in their several jurisdictions. Their duties are performed under the eye of all the inhabitants, and the result of their labors are reviewed by superior officers. We are inclined to be jealous of those to whom we delegate authority. This propensity, if controlled by intelligence, is the chief defence of our free institutions; but without right views, or governed by selfish motives, it becomes suicidal. There are those

who manifest a disposition to circumscribe or undermine, because they cannot directly overthrow that authority for the proper use of which school committees are held responsible. A committee may be so baffled in its plans by a wrong-headed and stubborn opposition, or a mistaken economy, as to neutralize or entirely destroy its influence; and thus the arm, though supported by legal authority, becomes utterly powerless. The stream can never rise higher than the fountain; the school will reflect the influences that are brought to bear upon the pupils in their home circles. If the language of home is punctuality, regularity, and a careful preparation of the studies, it is the language of the pupils in school. On the contrary, if the day or the half day's absence is thought lightly of at home, and the street school employs the long winter evenings of the pupils, no matter who is the teacher, or who are the committee, but little will be learned by the pupils in the day school. We believe the parents can exert a powerful influence for good, by personal inspection of the interior of the school-houses in their respective districts, during the school term. We do not find upon the school register the name of any parent who has visited the school, at which his or her children attend, during the present winter. We fear that there are many parents who have not seen the inside of a school-house since they themselves were pupils, although they have large families to educate.

School Committee.—SAMUEL DYER, E. S. HAMILTON, B. A. BAKER.

YARMOUTH.

Your committee wish to urge upon all, especially upon parents, the necessity of prompt attendance as one of the first and most important requisites in securing the full benefit and advantage of our favorite system. The best of teachers may be provided, buildings of the most faultless architecture and model, apparatus the most improved and expensive, and every convenience may be furnished which will tend to make the school-room pleasant and attractive, but if your children are not in their places, and are loitering by the roadside until the school has been commenced an hour, or are absent for a week, fortnight, or month during the term, or, what is not much worse, do not present themselves at the school-house at all, then the benefits which might result from any, even the best, system fail, and the beneficence of the State is to no purpose. We are aware, while urging this much needed reform, that in nearly every preceding report the same appeal has been made, and it is only in the hope of exciting in the minds of the people that interest, both for their children and the welfare of the community, which is deemed necessary by the committee, in order that our schools may make that progress which this habitual absence alone is preventing, that we again ask for it your careful and earnest attention. If each parent who has any doubt upon the subject, or who may wish to have a verification of the fact as to the

amount of absence during the year, would avail himself or herself of an opportunity to visit the schools of the town and examine the registers, they would have ample evidence, as well of the fact as of the baneful effects which it produces.

As a general thing, the schools of the town are advancing rapidly toward that condition which it was anticipated would result from the abolition of the old district system. The system of gradation cannot be so fully adopted and rigidly adhered to as it is in city schools, and it was never expected it would be ; but the superior advantages of even the present imperfect classification are perceptible to every thinking mind. A less number of teachers is required now than was required under the old style, and consequently, with no more expense to the town, better teachers can be obtained. Under the old system, it was almost impossible to supply every school-house with a full set of maps, diagrams, apparatus, &c. ; now every scholar can have the benefit of these means of instruction, and with comparatively little expense to the town. Under the old system, no school was kept more than six or eight months during the year, and in some of the smaller districts, three or four months, with a very poor teacher at that ; now all the children have the benefit of nine months. In fact the superior advantages to be derived from the present system so much exceed the apparent disadvantages, that we think no candid and philanthropic individual could desire a return to the ancient system. A liberal policy in regard to education is one of the master ideas of this country. If the rays of the sun of intelligence are permitted to shine fully and freely upon every grade of society ; if its genial influence is allowed full sway over the mind of every individual, we may be sure that the welfare of our civil institutions will be more seriously regarded. A republican government demands the favorable judgment of the governed, in order that it may be enduring. And unless intelligence is given the people, which shall open their minds to the perception of the substantial justice upon which the government is administered, they will be more easily allured by the capricious complaints of faction and sedition, and more liable to be led astray by the cobweb delusions of enthusiasm and superstition. A substratum of ignorance may form a good basis upon which to found a government which shall have for its prominent feature a tyrannical aristocracy ; but if the real blessings of civil and religious liberty are desirable, and a government capable of perpetuating them is to be established upon democratic principles, it must be through the instrumentality of general intelligence among all classes of the people.

School Committee.—FREDERIC HALLETT, FRANKLIN FEARING, ENOCH E. CHASE.

D U K E S C O U N T Y .

EDGARTOWN.

The committee would ask the attention of the town to the law relating to habitual truants. The town, one year ago, passed a vote authorizing the committee to enforce this law in all cases of marked truancy. It soon became evident that there would be ample opportunity to test their faithfulness. They found upon inquiry, that, while the cases of truancy were numerous, and of daily occurrence, there were some families whose children had not entered any school during this, or the preceding year. A complaint was made against them, but it was found on examination that the law was deficient, and further prosecution was obliged to be abandoned. The law requires that such cases shall be sentenced to a house of reformation; and such the county has not provided. Truancy and absenteeism are great and growing evils in our schools. "Trifles light as air," are allowed to supplant the duties of the day. Projected parties of pleasure and recreation are permitted, at all seasons, to make their draft upon the school and to absorb the time and attention of the pupil for hours and hours in preparation.

The teacher should be thoroughly qualified in all respects for the business in which he is engaged. The intellectual condition of every school is in proportion to the capacity and skill of its teacher. His ability to teach assigns the limit to the improvement of his pupils. A teacher of moderate capacity will leave most of his pupils at that point at which his own progress ceased; while one who possesses the requisite ability will seldom fail to inspire them with his own love of knowledge. Among the qualifications which may be regarded as indispensable to the teacher, the first to be specified is—

Judgment, or good Common Sense. It is this faculty which views things in their true light. It enables us to vary rules according to circumstances, and to adapt means to ends. It implies an acquaintance with the philosophy of mind, and a knowledge of the nature and capacity of childhood. The teacher has to work upon mind. He must keep constantly in view that the great business of education is to call out the slumbering germs of thought. He must understand that all proper education is a development and not an accretion. The agencies he employs are like the influences of the sun, the rain, and the dew, upon the tender plant, bringing it forward by a steady and healthy process to perfect maturity.

2d. *Literary requisites.* By this is not meant merely a knowledge of the text-books in the school, but a thorough acquaintance with the branches taught. The sciences have a dependence upon each other. The teacher will often find it necessary to call in the aid of other branches to explain those the school may be pursuing. A knowledge of algebra and geometry, for instance, will assist the teacher very much in elucidating the principles of arithmetic.

3d. *Aptness to Teach.* It is often and justly remarked, every good scholar is not a good teacher. A teacher may possess the most noble endowments—he may be familiar with science, literature and the arts—he may have trained his mind to habits of thought and reflection;—and yet fail in teaching the most simple principles. To succeed he must possess an aptness for his business. His knowledge must come up at his bidding. His illustrations must be natural and simple; his comparisons adapted to the capacities of his pupils. He must have the ability to interest his school in their studies by encouraging their investigations, solving their difficulties, and by all proper means alluring them on in the pathway of science.

4th. *Affability, or Politeness.* True affability or politeness has its foundation in purity of motives and integrity of action. It is the offspring of refined feelings and an affectionate heart, and is represented by a pleasing countenance and an obliging manner. It is opposed to all coarseness of demeanor and all affectation of conduct, and treats every person with proper respect, whatever his position in life may be. It is one of the rarest qualities, and yet in the school-room it is one of the most important. Mildness and suavity will often achieve wonders. “A soft answer turneth away wrath.” A kind word, timely spoken, is “like apples of gold in pictures of silver.” It will often smooth a ruffled brow, and impart peace to a troubled spirit. True politeness is the crowning excellence of a noble character. It is the gold on the spire, the sunlight on the cornfield. The teacher should possess it in eminent degree. He is placed as the pattern for his school to imitate. From the influence which he exerts, either conscious or unconscious, he is constantly moulding their habits and forming their characters. How important, then, is it, for the teacher to acquire a spirit of affability and patience! Tried as he often is, it is a hard task, but a solemn duty. It is a victory well worth the effort to achieve. He must be cheerful under all his trials. He must labor to acquire the spirit of kindness, that he may be loved. No child can love or profit by the teachings of one whose brow is hung with perpetual gloom. Even inanimate nature, could it find an audible voice, would cry to be dismissed were the sun robed in a perpetual eclipse.

5th. *An acquaintance with Literature of Teaching.* Teaching has become a profession, and as such is rapidly advancing. Like the other

professions, it has its own literature, in a large and extensive series of volumes, which have been written by the most eminent educators of the age as a guide to the teacher. With the best of these, every teacher who aims at excellence in his business should become familiar. Especially such as treat the art and science of education in a practical and philosophical manner should be studied by every teacher. And here, the committee would kindly suggest that many of our teachers need a much better acquaintance with this kind of literature. They possess good scientific qualifications, but fail in a practical knowledge of the best methods of teaching. A study of the works which have been specified would be of incalculable advantage to all who have not had the benefit of a course of Normal instruction.

School Committee.—EDWIN MAYBERRY, HARRISON P. MAYHEW.

TISBURY.

The Public Schools throughout the town have been very successful in their operations the past year. Not one has fallen below the ordinary standard, while a large proportion have risen far above it. The committee feel gratified in being able to give this encouraging account of their labors and duties. This general unprecedented success in the schools may be attributed, indirectly to a number of causes. It is partly owing to the high standard of qualification the committee have adopted in the selection and approbation of teachers; and it may be owing, in part, to the high expectations and demands of an improving age. The school system is continually advancing; and it is rarely that a person incompetent will offer himself as a teacher of public schools. But our success the past year is mostly the result of having employed approved, experienced and able teachers; those who have been long in the service. Experience is valuable in the artist, the mechanic, in those who are engaged in commercial pursuits, and in him who tills the soil. How can it be less so in those whose business it is to impart knowledge to the mind,—to deal with the character, the affections, and understandings of intelligent beings? Other things being equal, the experienced teacher is most liable to be the successful teacher.

In the examination of the several schools it is worthy of remark, that we have noticed, while the recitations have been as good as usual, more attention has been paid to a correct orthography and pronunciation, and the rules of elocution, and an unusual improvement has been made in reading. In some schools this most invaluable accomplishment has been taught with great success. It has been gratifying to the committee to hear children, from eight to twelve years of age, read with the distinctness, propriety, animation, and force, not always heard in listening to public speakers. “Good

reading is the key of knowledge," which, in the hands of the individual who possesses it, will unlock the vast stores of wisdom and science which have been for ages accumulating. The improvement in this branch of education has been very marked.

Absence and tardiness, the great sources of hinderance to the prosperity of public schools, still exist to an extent which demands your serious attention, and the exercise of all proper influences to overcome this obstacle to progress. In some of our schools deficiency in attendance does not exist to any great extent. Sickness and other reasonable causes may occur to prevent the constant attendance of scholars; but much of the absence from schools is, we believe, wholly unnecessary. Not only is the progress of those scholars accustomed to these habits seriously affected, but they affect the whole school, retard its general progress, and are sources of great inconvenience to the teachers. The attention of parents and guardians has been frequently called to these evils in former school reports; yet it seems, from existing facts, not much effort had been made to apply a remedy. We would renewedly ask you, as parents, as guardians of youth, and those interested in the welfare of public schools, to use your influence and authority to remedy these evils.

School Committee.—MATTHEW P. BUTLER, EDMUND COTTLE, DANIEL A. CLEVELAND.

NANTUCKET.

It is the opinion of the committee, that the schools of Nantucket, as a whole, were never in a more prosperous condition than at the present time. They believe that the teachers are rarely surpassed in their abilities to instruct and discipline their scholars, and that they are zealous and indefatigable in their efforts to promote the best interests of those intrusted to their care.

There seems to be a growing evil, however, in our schools;—one that is very common in public schools generally. It consists in urging scholars forward too rapidly to the higher grades of school. It is difficult to say who is responsible for this; but it often receives the countenance of parents, teachers and committees. The masses of all the pupils of Nantucket, are by force of circumstances, allowed but few years for attending school; consequently their course of study is necessarily limited. This being the fact in the case, what course of study ought they to pursue? Is it wise to hurry them through the elementary, into the higher branches, and give them a smattering of the arts and sciences, or is it not better that they be drilled thoroughly in the elementary and more useful branches—those that will best prepare them for the active duties and stern realities of after life, even at the sacrifice of the ornamental?

A P P E N D I X .

TO KATIE

My dear Katie,
I have just received your letter of the 10th inst. and am
glad to hear from you. I am well and hope this
letter will find you the same.

I am, my dear Katie, ever your affectionate friend,
John Doe

AN ABSTRACT

OF THE SCHOOL RETURNS MADE BY THE SCHOOL COMMITTEES OF THE SEVERAL TOWNS AND CITIES IN THE COMMONWEALTH, FOR THE SCHOOL YEAR 1860-61.

BOARD OF EDUCATION.

SUFFOLK COUNTY.

TOWNS.	Population—United States Census, 1860.	Valuation—1860.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Persons between 5 and 15 years of age May 1, 1860.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.					
				In Sum'r.		In Winter.					In Sum'r.		In Winter.		SUMMER.	WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
Males.	Females.	Males.	Females.																	
Boston, . . .	177,818	\$312,000,000 00	262	25,273	26,205	23,312	23,132	1,205	1,303	32,641	55	446	54	456	1,182.10	1,622	2,804.10			
Chelsea, . . .	13,395	6,780,000 00	43	2,400	2,424	2,300	1,950	230	130	2,282	3	43	3	43	235	235	470			
N. Chelsea, . . .	921	770,000 00	3	141	145	120	125	3	11	132	—	4	1	3	14.10	15	29.10			
Winthrop, . . .	544	450,000 00	3	74	84	65	69	3	5	91	1	2	1	2	14.05	14.05	28.10			
Totals, . . .	192,678	\$320,000,000 00	311	27,888	28,858	25,797	25,276	1,441	1,449	35,146	59	495	59	504	4.13	6.01	10.14			

SUFFOLK COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount raised by taxes for Schools, including only the wages of Teachers, board, fuel and care of fires, for the school-year 1860-61.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Incorporated Academies.	Average No. of Scholars in incorporated Acad's.	Aggregate paid for Tuition in incorporated Academies.	Unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1860, according to No. children between 5 and 15 May 1, 1859.	How appropriated.
Boston, . . .	\$154 40	\$38 20	\$312,351 93	-	\$6,250 00	\$367 00	-	-	-	-	-	-	\$107,128 00	\$5,926 35	City Treas.
Chelsea, . . .	125 00	30 52	24,267 00	-	-	-	-	-	-	-	-	-	1,200 00	448 13	Schools.
N. Chelsea, . . .	41 67	30 58	1,400 00	-	-	-	-	-	-	-	-	-	-	34 03	"
Winthrop, . . .	36 84	21 00	825 00	-	-	-	-	-	-	-	-	-	-	19 68	"
Totals, . . .	\$89 48	\$30 07	\$338,843 93	-	\$6,250 00	\$367 00	-	-	-	-	-	62 2072	\$168,328 00	\$6,428 19	

ESSEX COUNTY.

TOWNS.	Population—United States Census, 1860.	Valuation—1860.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Persons between 5 and 15 years of age May 1, 1860.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Winter.		In Summer.					WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.		
				In Sum'r.	In Winter.	Males.	Females.				Males.	Females.					
Amesbury, . . .	3,877	\$1,302,864 00	18	660	633	539	518	37	50	663	2	17	3	16	65.15	61.08	127.03
Andover, . . .	4,765	2,339,977 00	18	788	706	580	572	60	70	780	—	18	1	16	87	65.10	152.10
Beverly, . . .	6,154	3,129,640 00	20	977	1,001	737	778	67	136	1,158	3	16	8	12	99.05	79.15	179.00
Boxford, . . .	1,020	649,331 00	7	210	230	165	188	18	60	222	—	7	6	1	24.04	21.11	45.15
Bradford, . . .	1,688	832,683 00	4	203	242	174	175	5	25	267	1	4	2	4	18.15	18.15	37.10
Danvers, . . .	5,110	2,455,948 00	17	976	976	758	803	49	122	1,004	4	14	9	13	92.16	54	146.16
Essex, . . .	1,701	930,368 00	9	265	330	210	261	49	53	289	—	9	5	4	26.00	35.15	61.15
Georgetown, . . .	2,075	730,297 00	9	376	377	305	281	9	47	381	1	8	1	8	34.10	35.05	69.15
Gloucester, . . .	10,904	4,171,942 00	31	2,065	2,081	1,506	1,624	25	255	2,272	2	44	11	41	181.15	105.10	287.05
Groveland, . . .	1,448	538,123 00	5	233	234	176	186	22	33	260	—	5	2	3	22.18	15.10	38.08
Hamilton, . . .	789	449,810 00	4	132	167	104	133	5	37	158	—	4	4	—	13.10	14.19	28.09
Haverhill, . . .	9,995	5,450,782 00	31	1,608	1,518	1,236	1,274	32	139	1,644	4	30	13	22	136.10	140.05	276.15
Ipswich, . . .	3,300	1,276,245 00	13	541	585	404	459	26	93	545	2	11	7	8	67.05	48.05	115.10
Lawrence, . . .	17,639	10,015,503 00	38	1,760	1,796	1,294	1,304	123	75	3,171	4	43	4	43	197.06	197.06	394.12
Lynn, . . .	19,083	9,299,128 00	44	3,503	3,439	3,144	3,098	16	144	3,618	6	52	8	55	242	242	484
Lynnfield, . . .	866	558,854 00	4	155	153	124	120	5	22	153	—	4	1	2	22.05	11.16	34.01
Manchester, . . .	1,698	787,045 00	8	327	351	245	233	5	20	373	1	7	1	7	28	54	82
Marblehead, . . .	7,646	2,367,952 00	19	1,217	1,267	1,098	1,077	—	69	1,266	3	21	3	21	95	114	209
Methuen, . . .	2,566	1,283,920 00	12	461	458	354	357	29	87	459	1	11	5	7	55	37.07	92.07
Middleton, . . .	940	383,758 00	4	170	213	146	179	14	17	202	—	5	2	2	18.10	16	34.10
Nahant, . . .	380	523,866 00	2	87	84	62	68	5	14	71	1	1	1	1	10.10	12	22.10
Newbury, . . .	1,444	824,524 00	9	283	247	227	195	21	30	285	—	8	2	6	37.10	25	62.10
Newburyport, . . .	13,401	6,847,183 00	27	2,764	2,764	1,639	1,538	20	65	2,636	7	35	7	36	135	135	270

SCHOOL RETURNS.

v

North Andover,	2,343	1,575,166 00	10	334	360	272	300	19	35	442	-	10	3	7	62.05	34.06	96.11
Rockport, . . .	3,237	1,320,335 00	9	601	553	472	462	23	158	694	2	10	7	4	47.07	26.05	73.12
Rowley, . . .	1,278	484,701 00	7	265	270	190	204	7	27	288	-	7	1	6	23	19	42
Salem, . . .	22,252	14,722,500 00	41	3,041	3,095	2,240	2,339	-	125	3,684	7	57	7	56	246	242	488
Salisbury, . . .	3,310	1,465,413 00	13	590	588	440	460	39	43	758	3	11	9	5	50.05	52.18	103.03
Saugus, . . .	2,024	1,148,428 00	9	407	357	309	289	26	18	416	-	8	-	9	30	51	84
South Danvers,	6,549	3,613,408 00	20	1,319	1,158	1,010	940	11	78	1,293	5	21	5	21	103.04	103.04	206.08
Swampscott, . .	1,530	1,043,853 00	5	308	307	226	246	-	30	258	1	5	1	5	25	30	55
Topsfield, . . .	1,292	624,769 00	5	190	214	132	151	13	47	251	-	5	2	3	20	17.15	37.15
Wenham, . . .	1,105	550,780 00	5	180	229	141	192	9	35	226	-	5	3	2	19.12	14.06	33.18
West Newbury,	2,202	938,741 00	8	234	429	186	324	18	36	446	-	6	3	6	19.09	25.06	44.15
Totals, . . .	165,611	\$84,637,837 00	485	27,230	27,412	20,845	21,328	807	2,295	30,633	60	519	147	452	4.17	4.09	9.06

ESSEX COUNTY—CONTINUED.

TOWNS.	Average Wages of Male Teachers per month, including the value of board.	Average Wages of Female Teachers, per month, including the value of board.	Amount raised by taxes for Schools, including only the wages of Teachers, board, fuel and care of fires, 1860-61.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Incorporated Academies.	Average No. of Scholars in incorporated Academies.	Aggregate paid for Tuition in incorporated Academies.	Unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Academies and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1860, according to No. children between 5 and 15 May 1, 1859.	How appropriated.
Amesbury, . . .	\$38 66	\$19 00	\$3,100 00	\$20 00	\$101,500 00	\$5,990 00	—	—	3	340	—	50	\$600 00	\$127 51	Schools.
Andover, . . .	38 00	22 70	3,500 00	—	—	—	—	—	—	—	—	45	750 00	171 79	"
Beverly, . . .	53 04	18 39	6,000 00	—	—	—	—	—	—	—	—	40	950 00	229 19	"
Boxford, . . .	33 90	18 40	900 00	—	2,185 00	119 16	\$46 21	—	—	—	2	25	200 00	51 25	"
Bradford, . . .	43 50	21 00	1,500 00	—	—	—	—	—	1	55	1,200 00	15	200 00	59 86	"
Danvers, . . .	55 22	20 47	6,600 00	—	—	—	300 00	—	—	—	1	106	—	204 38	"
Essex, . . .	40 96	16 37	1,500 00	—	—	—	—	—	—	—	—	—	79 75	52 89	"
Georgetown, . . .	55 00	20 00	1,999 00	—	—	—	—	—	—	—	—	—	—	76 88	"
Gloucester, . . .	54 88	16 88	11,851 61	—	—	—	—	—	—	—	4	100	1,200 00	419 43	"
Groveland, . . .	36 66	19 10	912 89	—	—	—	—	—	1	—	—	—	—	57 81	"
Hamilton, . . .	35 00	20 00	800 00	—	—	—	—	—	—	—	—	—	—	30 54	"
Haverhill, . . .	58 82	24 60	9,500 00	—	—	—	—	—	—	—	1	28	200 00	322 47	"
Ipswich, . . .	50 84	18 90	3,100 00	—	4,800 00	240 00	521 18	—	—	—	4	130	1,400 00	126 69	"
Lawrence, . . .	98 75	30 00	21,000 00	—	—	—	—	—	—	—	4	600	—	553 91	Apparat., &c.
Lynn, . . .	90 90	26 00	28,414 45	—	—	—	—	—	—	—	6	250	1,100 00	678 75	Schools.
Lynnfield, . . .	45 00	21 25	900 00	—	—	—	—	—	—	—	—	—	—	30 34	"
Manchester, . . .	55 00	16 14	1,700 00	—	—	—	—	—	—	—	2	40	240 00	78 10	"
Marblehead, . . .	57 57	19 52	7,500 00	—	5,300 00	388 00	—	—	1	22	335 00	100	500 00	275 32	"
Methuen, . . .	44 05	19 55	2,500 00	—	—	—	—	—	—	—	3	30	60 00	95 12	Town Treas.
Middleton, . . .	41 00	22 33	900 00	—	—	—	—	—	—	—	—	—	—	42 23	Schools.
Nahant, . . .	58 33	25 00	1,370 00	—	—	—	—	—	—	—	—	—	—	15 99	Town Treas.
Newbury, . . .	31 00	16 62	1,150 00	—	15,000 00	670 00	—	—	1	—	—	—	—	59 45	Schools.
Newburyport, . . .	72 86	20 76	12,632 46	—	65,000 00	3,900 00	—	—	1	100	3,000 00	96	800 00	523 98	"

North Andover,	45 00	22 00	2,300 00	62 00	700 00	40 00	-	-	-	2	40	800 00	96 55	Schools.
Rockport, . .	32 78	20 00	2,500 00	-	-	-	-	-	-	-	-	-	142 89	"
Rowley, . . .	20 00	18 76	800 00	-	-	-	-	-	-	1	50	20 00	58 01	"
Salem, . . .	90 48	21 42	23,878 67	-	4,000 00	200 00	-	-	-	28	1368	12,850 00	711 56	General expenses.
Salisbury, . .	32 36	16 20	2,500 00	-	-	-	-	-	-	-	-	-	141 66	Schools.
Saugus, . . .	-	22 67	2,300 00	-	-	-	-	-	-	1	12	150 00	82 61	"
South Danvers,	71 70	23 64	9,034 75	-	2,000 00	120 00	-	-	-	1	25	250 00	260 76	"
Swampscott, .	66 66	20 11	2,300 00	-	-	-	-	-	-	1	15	600 00	65 19	"
Topsfield, . .	37 20	15 98	800 00	-	-	-	-	-	-	-	-	-	48 38	"
Wenham, . . .	36 66	16 00	800 00	-	-	-	-	-	-	5	74	36 00	47 15	"
West Newbury,	40 00	19 50	1,546 85	-	-	-	-	-	-	4	175	200 00	91 23	"
Totals, . . .	\$50 35	\$20 27	\$178,090 68	\$82 00	\$200,485 00	\$11,667 16	\$1,277 56	8	517	92	3414	\$23,185 75	\$6,029 87	

MIDDLESEX COUNTY.

TOWNS.	Population—United States Census, 1860.	Valuation—1860.	Public Schools.		No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.		Persons over 15 years of age who attend School.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
			In Sum'r.	In Winter.	In Sum'r.	In Winter.	In Sum'r.	In Winter.	Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Persons between 5 and 15 years of age May 1, 1860.	Males.	Females.	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
Acton,	1,726	\$821,401 00	9	335	408	255	352	20	82	372	—	9	5	4	4	42	25.18	67.18
Ashby,	1,091	555,386 00	9	181	238	121	181	15	60	196	—	9	3	6	6	23.05	25.09	48.14
Ashland,	1,554	577,860 00	8	263	324	224	270	16	59	290	—	8	2	6	6	23.10	24	47.10
Bedford,	843	470,657 00	6	156	169	125	146	13	28	187	—	7	2	4	4	26	18.15	44.15
Belmont,	1,198	2,141,709 00	6	233	230	178	177	2	32	194	—	4	2	4	4	28	31.10	59.10
BillERICA,	1,776	1,042,071 00	11	362	339	294	270	42	38	386	—	11	—	11	11	35.15	38.10	74.05
Boxborough,	403	221,755 00	4	76	105	68	90	10	27	87	—	4	3	2	2	10.05	11.10	21.15
Brighton,	3,375	3,488,577 00	9	613	658	557	574	21	60	654	—	3	11	11	11	49.10	49.10	99
Burlington,	606	384,413 00	5	68	89	50	79	5	26	98	—	2	1	2	2	12	9.10	21.10
Cambridge,	26,060	20,515,905 00	46	5,086	5,263	3,837	3,879	—	380	4,891	—	10	10	79	79	239.04	239.04	478.08
Carlisle,	621	328,461 00	5	127	125	92	104	11	24	123	—	5	5	—	—	20.05	15.03	35.08
Charlestown,	25,063	15,420,760 00	37	5,550	5,099	3,517	3,569	10	198	4,194	—	13	13	67	67	238	238	476
Chelmsford,	2,291	1,371,136 00	12	424	479	304	369	21	72	460	—	—	6	7	7	40.04	55.01	95.05
Concord,	2,246	1,663,507 00	11	405	397	307	328	3	54	490	—	1	1	10	10	54.13	54.12	109.05
Dracut,	1,881	962,723 00	11	333	373	239	303	28	58	346	—	—	7	4	4	43	35.06	78.06
Dunstable,	487	397,551 00	5	97	104	80	84	10	37	70	—	5	1	4	4	12.05	17	29.05
Framingham,	4,227	2,208,537 00	18	783	799	674	675	35	100	762	—	2	2	19	19	93.15	49.19	143.14
Groton,	3,193	1,465,408 00	17	577	599	458	467	36	112	558	—	1	15	6	6	54	56	110
Holliston,	3,339	1,483,443 00	16	670	619	567	524	39	106	669	—	1	15	5	10	50.03	47.06	97.09
Hopkinton,	4,340	1,368,099 00	15	743	740	586	564	51	112	687	—	1	13	3	13	43.15	37	80.15
Lexington,	2,329	1,873,634 00	9	380	386	312	316	4	59	322	—	2	10	7	7	59.10	33.08	92.18
Lincoln,	718	539,528 00	4	144	121	112	102	7	22	121	—	1	3	1	2	23.12	10.10	34.02
Littleton,	1,063	666,270 00	7	153	204	130	172	11	49	174	—	—	7	4	3	20.15	25	45.15

Lowell, . . .	36,827	20,894,207 00	59	7,378	7,105	4,429	4,534	895	733	5,686	13	92	283.02	339.02	622.04
Malden, . . .	5,865	3,366,963 00	19	1,134	1,034	858	793	22	60	1,126	3	22	95	95	190
Marlborough, . .	5,911	1,876,599 00	19	888	941	717	801	28	142	987	1	18	66	69.03	135.03
Medford, . . .	4,842	4,970,817 00	14	919	900	752	746	-	110	940	3	14	76	76	152
Melrose, . . .	2,532	1,373,324 00	10	481	476	367	356	16	25	517	1	10	42.05	59.15	102
Natick, . . .	5,515	1,788,549 00	16	889	869	726	746	41	88	934	2	15	63.15	63.15	127.10
Newton, . . .	8,382	7,146,081 00	25	1,304	1,408	1,082	1,108	1	135	1,492	8	19	122	75	197
North Reading, . .	1,203	527,890 00	6	230	206	169	172	23	33	226	-	3	21.18	15.12	37.10
Pepperell, . . .	1,895	754,506 00	10	294	281	282	239	14	51	333	-	6	29.05	26	55.05
Reading, . . .	2,662	1,269,570 00	13	542	541	428	438	20	47	540	1	12	80.02	34.05	114.07
Sherborn, . . .	1,129	873,154 00	9	200	224	170	171	4	27	240	-	7	29.15	28.15	58.10
Shirley, . . .	1,468	662,067 00	9	217	270	174	227	8	74	270	-	5	29.08	28.03	57.11
Somerville, . . .	8,025	6,033,053 00	22	1,597	1,652	1,148	1,232	15	48	1,494	5	25	138.12	165	303.12
South Reading, . .	3,207	1,861,319 00	13	637	577	455	479	39	36	605	2	11	91	45.12	136.12
Stoneham, . . .	3,206	1,207,701 00	13	551	594	438	442	5	46	531	2	10	70.05	20.10	90.15
Stow, . . .	1,641	713,320 00	7	293	371	219	295	17	69	326	-	6	25.05	23.10	48.15
Sudbury, . . .	1,691	1,043,091 00	7	290	359	218	282	20	65	319	-	3	23.16	27.01	50.17
Tewksbury, . . .	1,744	620,886 00	7	240	224	174	179	20	38	228	-	6	38.10	24	62.10
Townsend, . . .	2,005	663,222 00	14	358	432	287	371	25	123	417	-	7	39.17	40	79.17
Tyngsborough, . .	626	322,680 00	8	136	165	111	138	9	44	112	1	7	21.07	23.06	44.13
Waltham, . . .	6,397	4,694,856 00	19	1,139	1,140	904	936	58	123	1,106	2	21	100	100	200
Watertown, . . .	3,270	2,514,020 00	10	631	606	492	486	3	58	607	3	8	52.10	52.10	105
Wayland, . . .	1,188	564,758 00	7	240	250	199	206	16	38	238	-	7	29.10	34	63.10
W. Cambridge, . .	2,681	2,449,057 00	5	418	426	327	340	-	47	468	2	6	25	25	50
Westford, . . .	1,624	796,440 00	10	198	222	146	177	30	66	321	-	10	31.06	27.18	59.04
Weston, . . .	1,243	1,016,605 00	7	263	243	201	200	19	55	216	1	6	30	29.15	59.15
Wilmington, . . .	919	459,291 00	5	147	169	115	124	8	18	164	-	5	18.15	15.05	34
Winchester, . . .	1,937	1,533,514 00	9	377	394	314	335	8	40	420	2	8	27	54	81
Woburn, . . .	6,287	3,599,280 00	21	1,231	1,194	1,030	985	39	237	1,162	2	23	61	64	125
Totals, . . .	216,352	\$135,458,009 00	673	40,981	41,141	30,019	31,133	1,813	4,471	38,356	91	748	4.09	4.04	8.13

MIDDLESEX COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount raised by taxes for Schools, including only the wages of Teachers, board, fuel and care of fires, for the school-year 1860-61.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Incorporated Academies.	Average No. of Scholars in Incorporated Academies.	Aggregate paid for Tuition in incorporated Academies.	Unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Academies and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1860, according to No. children between 5 and 15 May 1, 1859.	How appropriated.
Acton, . . .	\$39 80	\$17 75	\$1,700 00	—	—	—	—	—	—	—	—	40	\$150 00	\$78 72	Schools.
Ashby, . . .	26 76	16 88	1,000 00	—	—	—	—	—	—	—	—	—	—	52 68	"
Ashland, . . .	39 00	23 00	1,321 00	—	—	—	—	—	—	—	—	—	—	61 91	"
Bedford, . . .	34 90	20 33	1,000 00	—	—	—	—	—	—	—	—	—	—	39 16	"
Belmont, . . .	73 81	24 13	3,000 00	—	—	—	—	—	—	—	—	7	560 00	35 47	"
Billerica, . . .	—	19 50	1,800 00	—	—	—	—	—	—	—	—	—	—	70 93	"
Boxborough, . . .	33 00	20 12	500 00	—	—	—	—	—	—	—	—	—	50 00	20 29	"
Brighton, . . .	93 33	23 01	6,233 44	—	—	—	—	—	—	—	—	—	—	137 97	"
Burlington, . . .	45 00	18 00	545 00	—	—	—	—	—	—	—	—	—	—	21 32	"
Cambridge, . . .	120 19	32 23	40,238 99	—	—	\$482 37	—	—	—	—	18	304	16,094 00	900 15	City Treas.
Carlisle, . . .	27 50	16 32	650 00	—	\$500 00	30 00	—	—	—	—	—	—	—	24 60	Schools.
Charlestown, . . .	116 19	32 86	42,791 33	—	5,600 00	336 00	—	—	—	—	4	116	2,500 00	881 91	City Treas.
Chelmsford, . . .	34 71	18 11	2,000 00	—	—	—	—	—	—	—	1	26	475 00	96 35	Schools.
Concord, . . .	77 00	20 50	3,300 00	—	1,205 79	94 00	—	—	—	—	2	50	3,000 00	89 59	"
Dracut, . . .	30 43	15 16	1,613 00	\$45 00	—	—	—	—	—	—	1	30	200 00	60 47	"
Dunstable, . . .	35 00	16 66	500 00	32 00	—	—	—	—	—	—	—	—	—	14 56	"
Framingham, . . .	75 00	23 25	5,600 00	20 40	4,258 94	255 53	—	—	—	—	1	12	300 00	165 02	"
Groton, . . .	37 75	23 50	3,500 00	—	45,820 00	2,749 00	—	—	—	—	—	—	—	124 23	"
Holliston, . . .	50 00	22 88	3,400 00	36 00	—	—	—	—	—	—	—	—	—	140 84	Books & Schools.
Hopkinton, . . .	56 00	22 14	3,221 50	—	5,000 00	200 00	—	—	—	—	—	—	—	154 16	Schools.
Lexington, . . .	59 03	24 20	3,400 00	—	—	—	—	—	—	—	1	15	350 00	75 85	"
Lincoln, . . .	60 00	20 10	1,000 00	—	1,209 21	75 00	—	—	—	—	—	—	—	20 70	"
Littleton, . . .	40 00	20 72	1,250 00	—	—	—	—	—	—	—	4	63	90 00	34 44	"

SCHOOL RETURNS.

[illegible]

WORCESTER COUNTY.

TOWNS.	Population—United States Census, 1860.	Valuation—1860.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Persons between 5 and 15 years of age May 1, 1860.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.			
				In Winter.		In Sum'r.					WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total.			
				In Winter.		In Sum'r.					Males.	Females.				Males.	Females.	
				In Sum'r.	In Winter.	In Sum'r.	In Winter.											Males.	Females.
Ashburnham,	2,108	\$752,839 00	14	424	490	360	435	14	98	461	—	14	7	14	34.09	36	70.09	
Athol,	2,604	925,390 00	16	611	603	513	525	32	117	540	2	14	5	14	39.15	48.02	87.17	
Auburn,	914	391,784 00	7	178	190	134	159	18	39	156	—	7	2	7	20	16.17	36.17	
Barre,	2,973	1,668,557 00	20	471	582	372	458	26	107	519	1	17	9	11	55	61.15	116.15	
Berlin,	1,106	396,170 00	5	176	238	153	183	14	62	184	—	5	3	2	13	16	29	
Blackstone,	5,453	1,817,911 00	15	811	815	639	633	58	67	969	4	12	6	9	58.13	63.13	122.06	
Bolton,	1,348	563,319 00	9	251	348	194	281	20	79	285	1	9	8	2	30	33	63	
Boylston,	929	469,794 00	6	156	226	128	190	18	56	172	—	6	3	3	16.04	17.07	33.11	
Brookfield,	2,276	765,765 00	11	369	447	299	383	19	77	438	—	11	6	5	32.19	34.06	67.05	
Charlton,	2,047	872,454 00	13	430	430	304	350	55	84	412	—	13	11	3	37.05	41.10	78.15	
Clinton,	3,859	1,676,064 00	10	702	566	447	438	36	63	675	1	9	1	10	68.05	32.16	101.01	
Dana,	876	241,663 00	6	185	255	162	195	12	34	185	—	6	—	8	16.10	20.15	37.05	
Douglas,	2,442	953,409 00	10	408	448	330	357	56	43	534	—	10	7	3	29	33.05	62.05	
Dudley,	1,736	685,821 00	9	298	345	244	286	28	27	384	—	9	4	5	27	31	58	
Fitchburg,	7,805	3,762,529 00	29	1,291	1,157	932	926	62	173	1,323	4	25	5	26	108.05	108.05	216.10	
Gardner,	2,646	901,835 00	12	489	499	420	420	32	72	521	—	12	3	9	35.05	38.08	73.13	
Grafton,	4,317	1,691,274 00	19	676	753	584	621	57	151	883	1	17	3	16	46.10	53.13	130.03	
Hardwick,	1,521	934,532 00	11	276	306	205	257	20	64	325	—	13	6	5	56.08	33.14	90.02	
Harvard,	1,507	877,330 00	10	255	324	219	276	11	74	273	—	10	8	3	30.11	30	60.11	
Holden,	1,945	796,813 00	13	376	467	297	376	14	98	411	—	13	4	9	30.09	46.01	76.10	
Hubbardston,	1,621	609,054 00	15	321	412	275	348	24	96	357	—	13	6	9	36	42.14	78.14	
Lancaster,	1,932	848,100 00	12	316	358	256	286	15	41	274	—	11	7	5	34.18	37.03	72.01	
Leicester,	2,748	1,559,404 00	13	513	543	393	406	50	90	528	1	12	6	7	46.13	52.05	98.18	
Leominster,	3,522	1,728,997 00	16	775	676	560	568	32	140	670	1	18	8	9	84	39.01	123.01	

SCHOOL RETURNS.

xiii

Lunenburg,	1,212	730,952	00	9	212	231	154	.187	18	67	233	—	9	4	5	27	26	53
Mendon, . . .	1,351	722,565	00	8	348	325	268	248	22	81	263	—	7	2	6	21	30.02	51.02
Milford, . . .	9,132	3,155,601	00	21	1,565	1,602	1,205	1,196	139	185	1,775	3	25	3	25	89	93	182
Millbury, . . .	3,296	1,397,538	00	13	613	582	460	470	34	59	693	1	12	1	12	46.12	46.12	93.04
New Brantree,	805	555,252	00	6	135	179	111	152	17	29	190	—	7	4	2	17	16.05	33.05
Northborough, .	1,565	947,539	00	7	257	272	206	222	12	47	262	—	8	4	2	20.17	17	37.17
Northbridge, . .	2,633	945,574	00	10	452	520	388	419	26	88	556	1	9	5	5	33.10	33	66.10
N. Brookfield, .	2,760	1,183,803	00	13	537	587	448	496	23	95	556	1	12	4	9	42	38	80
Oakham, . . .	959	823,843	00	8	138	235	118	208	7	59	178	—	6	6	2	18.03	23.09	41.12
Oxford, . . .	3,034	1,156,411	00	14	630	527	427	390	22	108	549	2	12	3	11	64.12	39.18	104.10
Paxton, . . .	725	295,067	00	6	136	161	110	137	13	31	142	—	5	2	4	13.10	16.15	30.05
Petersham, . . .	1,465	672,092	00	14	249	313	221	265	17	41	308	1	13	3	12	35	32.10	67.10
Phillipston, . . .	764	294,353	00	7	142	167	126	154	7	42	166	—	7	4	3	18.12	19.11	38.03
Princeton, . . .	1,201	712,603	00	10	207	278	181	232	17	72	251	—	10	8	2	22.13	21.08	44.01
Royalston, . . .	1,486	823,257	00	13	280	363	254	331	19	71	295	—	13	8	5	31.03	27.13	68.16
Rutland, . . .	1,076	507,516	00	11	227	283	186	237	21	73	233	—	10	5	6	28	35	63
Shrewsbury, . .	1,558	1,109,424	00	8	234	311	198	240	22	58	294	—	8	5	4	31.05	24.03	55.08
Southborough, .	1,854	952,552	00	9	305	331	258	274	12	60	341	1	7	3	6	38.08	28.12	67
Southbridge, . .	3,575	1,304,825	00	15	705	654	484	475	12	64	766	1	14	5	10	66	45	111
Spencer, . . .	2,777	1,294,031	00	13	540	688	424	556	52	98	536	1	13	7	6	35	39.15	74.15
Sterling, . . .	1,918	978,871	00	12	283	375	246	314	15	30	350	—	12	5	7	31	31	62
Sturbridge, . . .	2,245	840,096	00	15	409	453	322	363	22	77	449	—	15	4	10	39	45.15	84.15
Sutton, . . .	2,676	1,046,341	00	15	440	487	327	394	56	75	462	—	14	8	6	37.15	44.10	82.05
Templeton, . . .	2,816	1,089,950	00	14	504	586	421	481	28	146	494	1	13	7	7	43.04	43.03	86.07
Upton, . . .	1,986	722,751	00	14	337	391	276	320	31	113	346	—	11	6	8	34.10	41.10	76
Uxbridge, . . .	3,133	1,618,969	00	15	573	584	436	465	51	120	501	1	13	6	9	50.11	51	101.11
Warren, . . .	2,107	914,797	00	12	395	361	325	294	6	67	345	1	12	2	10	32.12	34.10	67.02
Webster, . . .	2,912	1,045,039	00	10	413	400	302	313	13	47	575	1	9	2	8	43	44.11	87.11
Westborough, . .	2,913	1,227,016	00	12	498	519	420	439	12	78	490	1	11	3	10	44.15	42.17	87.12
W. Boylston, . .	2,509	886,550	00	8	396	386	315	314	24	74	526	—	8	—	8	35.11	20.16	56.07
W. Brookfield, .	1,548	643,823	00	8	289	337	219	266	15	72	279	—	8	3	5	22.15	24.05	47
Westminster, . .	1,840	745,615	00	13	342	377	283	316	18	91	409	—	13	7	6	36.14	29.17	66.11
Winchendon, . .	2,624	1,035,229	00	12	465	457	372	364	10	69	501	1	11	3	9	36.15	36.05	73
Worcester, . . .	24,960	17,626,453	00	59	4,703	4,368	3,294	3,117	409	473	4,824	4	72	6	69	308	318	626
Totals, . . .	159,650	\$75,412,160	00	735	28,717	30,168	22,205	24,006	1,945	4,912	30,617	39	715	276	490	3,07	3.07	6.14

WORCESTER COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount raised by taxes for Schools, including only the wages of Teachers, board, fuel and care of fires, for the school-year 1860-61.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Incorporated Academies.	Average No. of Scholars in incorporated Acad's.	Aggregate paid for Tuition in incorporated Academies.	Unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1860, according to No. children between 5 and 15 May 1, 1859.	How appropriated.
Ashburnham, . . .	\$38 09	\$18 52	\$1,700 00	\$20 00	—	—	—	—	—	—	—	—	\$200 00	\$97 37	Schools.
Athol, . . .	43 44	18 77	2,400 00	6 00	—	—	—	—	—	—	—	60	80 00	100 45	High School.
Auburn, . . .	30 65	13 62	600 00	40 00	—	—	—	—	—	—	—	30	40 00	30 96	Schools.
Barre, . . .	43 57	16 71	3,000 00	—	—	—	—	—	—	—	—	—	—	107 83	"
Berlin, . . .	28 00	22 00	600 00	—	\$2,000 00	\$120 00	—	—	—	—	—	—	—	43 05	"
Blackstone, . . .	43 85	20 33	2,500 00	550 00	—	—	\$288 00	—	—	—	—	—	—	209 51	"
Bolton, . . .	34 17	18 27	1,287 10	—	12,000 00	720 00	—	—	—	—	—	—	12 00	59 86	"
Boylston, . . .	29 66	17 55	600 00	18 00	—	—	—	—	—	—	—	40	42 50	31 36	"
Brookfield, . . .	31 09	18 51	1,500 00	—	—	—	—	—	—	—	—	20	396 00	77 90	"
Charlton, . . .	25 90	16 20	1,500 00	—	1,000 00	60 00	—	—	—	—	—	—	—	80 98	"
Clinton, . . .	95 24	26 22	4,006 85	—	—	—	—	—	—	—	—	—	—	127 10	Town Treas.
Dana, . . .	—	15 35	600 00	—	—	—	—	—	—	—	—	—	—	43 87	Schools.
Douglas, . . .	30 79	20 83	1,500 00	—	1,600 00	96 00	—	—	—	—	—	50	160 00	97 78	"
Dudley, . . .	23 42	18 22	1,200 00	60 00	2,000 00	120 00	—	81	1,000 00	—	—	40	600 00	76 26	"
Fitchburg, . . .	67 35	20 30	7,450 00	—	—	—	—	—	—	—	—	110	550 00	259 74	"
Gardner, . . .	39 42	23 89	2,000 00	—	1,000 00	55 00	—	—	—	—	—	90	125 00	104 34	"
Grafton, . . .	48 00	22 48	3,980 00	—	1,000 00	60 00	—	—	—	—	—	30	1,600 00	206 03	"
Hardwick, . . .	25 58	17 51	1,500 00	108 00	200 00	12 00	—	—	—	—	—	18	9 00	61 50	"
Harvard, . . .	36 30	18 10	1,802 97	—	—	—	—	—	—	—	—	—	—	58 63	"
Holden, . . .	32 55	19 73	1,597 48	—	3,366 67	202 00	—	—	—	—	—	—	—	90 40	"
Hubbardston, . . .	32 22	18 06	1,528 00	—	1,200 00	72 00	—	—	—	—	—	60	125 00	76 47	"
Lancaster, . . .	38 70	19 41	2,000 00	—	1,000 00	60 00	—	—	—	—	—	20	3,500 00	71 75	"
Leicester, . . .	35 88	21 38	2,900 00	100 00	25,000 00	1,500 00	—	—	50	750 00	—	—	—	103 11	"
Leominster, . . .	43 35	18 98	3,323 67	—	100 00	6 00	—	—	25	200 00	—	—	—	154 16	"

	34 09	16 78	1,200 00	-	-	-	-	-	127 09	-	-	-	1	3	10 00	45 10	Schools.
Lunenburg, . .	39 07	18 14	1,000 00	-	-	-	-	-	-	-	-	-	3	-	-	49 61	"
Mendon, . . .	73 33	23 12	7,000 00	15 00	-	-	-	-	-	-	-	-	3	40	880 00	296 02	"
Milford, . . .	80 00	21 73	2,900 00	-	-	-	-	-	-	-	-	-	-	-	-	129 36	"
Millbury, . .	30 00	14 33	800 00	-	-	-	-	-	-	-	-	-	-	-	-	31 77	"
New Braintree,	42 27	20 56	1,300 00	-	-	-	-	-	-	-	-	-	4	60	500 00	54 33	"
Northborough, .	41 00	23 10	2,000 00	-	-	-	-	-	-	-	-	-	4	121	219 00	111 52	"
Northbridge, .	57 00	20 00	2,800 00	-	-	-	-	-	-	-	-	-	-	-	-	113 57	"
N. Brookfield, .	26 04	13 94	700 00	59 50	-	-	-	-	-	-	-	-	2	85	225 00	42 64	"
Oakham, . . .	43 06	17 93	2,500 00	51 00	-	-	-	-	-	-	-	-	-	-	-	112 75	"
Oxford, . . .	31 00	18 50	600 00	-	-	-	-	-	29 93	-	-	-	-	-	-	29 93	"
Paxton, . . .	23 50	16 45	1,200 00	-	705 00	42 30	-	-	-	-	-	-	1	40	300 00	62 32	"
Petersham, . .	31 75	15 92	700 00	-	-	-	-	-	-	-	-	-	-	-	-	35 87	"
Phillipston, . .	28 80	15 48	1,025 00	20 00	-	-	-	-	-	-	-	-	1	-	110 00	56 99	"
Princeton, . .	24 67	15 54	900 00	31 51	6,380 00	382 80	-	-	-	-	-	-	2	80	180 00	61 29	"
Royalston, . .	27 34	17 64	1,325 84	-	-	-	-	-	-	-	-	-	-	-	-	54 54	"
Rutland, . . .	35 25	24 84	1,498 00	14 50	-	-	-	-	-	-	-	-	1	30	125 00	59 86	"
Shrewsbury, . .	46 00	21 64	2,000 00	71 62	-	-	-	-	-	-	-	-	2	100	45 00	64 78	"
Southborough, .	39 89	18 23	2,700 00	131 47	-	-	-	-	-	-	-	-	-	-	-	157 64	"
Southbridge, .	34 55	19 47	2,400 00	-	437 00	26 20	-	-	-	-	-	-	-	-	-	110 09	"
Spencer, . . .	36 20	19 50	1,500 00	100 00	-	-	-	-	-	-	-	-	2	150	2,575 00	67 85	"
Sterling, . . .	25 36	14 85	1,500 00	50 00	-	-	-	-	-	-	-	-	2	60	250 00	87 33	"
Sturbridge, . .	32 02	17 32	2,000 00	-	1,900 00	114 00	-	-	-	-	-	-	5	25	285 00	103 73	"
Sutton, . . .	44 58	21 48	2,400 00	-	-	-	-	-	-	-	-	-	1	17	150 00	95 12	"
Templeton, . .	39 54	19 86	1,800 00	-	-	-	-	-	-	-	-	-	-	-	-	70 11	"
Upton, . . .	38 80	19 32	2,600 00	-	-	-	-	-	220 00	-	-	-	4	99	73 60	102 71	"
Uxbridge, . . .	45 33	18 66	2,000 00	-	-	-	-	-	-	-	-	-	-	-	-	70 72	"
Warren, . . .	44 00	21 22	2,400 00	-	-	-	-	-	-	-	-	-	-	-	-	118 49	"
Webster, . . .	38 00	21 32	2,600 00	-	-	-	-	-	-	-	-	-	-	-	-	101 48	"
Westborough, .	-	21 57	1,300 00	-	-	-	-	-	-	-	-	-	1	30	120 00	105 16	"
W. Boylston, . .	35 00	17 90	1,100 00	-	-	-	-	-	-	-	-	-	3	75	109 00	57 81	"
W. Brookfield, .	32 33	17 85	1,400 00	10 00	-	-	-	-	-	-	-	-	1	30	210 00	78 93	"
Westminster, .	60 23	20 80	2,200 00	-	-	-	-	-	-	-	-	-	2	60	70 00	101 06	"
Winchendon, .	89 17	29 00	31,858 50	100 00	-	-	-	-	-	-	-	-	2	80	1,600 00	853 42	"
Worcester, . .																	
Totals, . . .	\$40 11	\$19 22	\$144,283 41	\$1,556 60	\$60,888 67	\$3,648 30	\$665 02	8	326	\$7,050 00	75	1753	\$15,476 10	\$6,064 31			

HAMPSHIRE COUNTY.

TOWNS.	Population—United States Census, 1860.	Valuation—1860.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.	
				In Sum'r.	In Winter.	In Sum'r.	In Winter.	Summer.	Winter.	Females.	Males.	Summer.	Winter.
								Males.	Females.	Males.	Females.	Mos. Days.	Mos. Days.
													Total.
Amherst, . . .	3,206	\$1,581,521 00	12	448	481	359	404	15	61	616	12	44	33.05
Belchertown, . . .	2,709	1,063,603 00	19	461	562	376	462	25	136	520	18	51	58
Chesterfield, . . .	897	415,746 00	10	160	174	128	133	10	28	165	10	38.18	27.17
Cummington, . . .	1,085	354,219 00	10	203	219	180	194	12	33	186	9	28.10	29
Easthampton, . . .	1,916	924,567 00	8	231	253	188	198	13	14	323	7	24.10	28.15
Enfield, . . .	1,025	583,850 00	9	189	223	151	173	10	38	219	8	24	29.10
Goshen, . . .	439	157,942 00	5	76	93	64	70	6	5	90	5	15.05	16.10
Granby, . . .	907	476,382 00	9	178	196	146	161	18	17	159	9	27.05	30.10
Greenwich, . . .	699	268,824 00	7	127	150	89	119	10	27	123	5	17.10	22.18
Hadley, . . .	2,104	1,249,679 00	13	302	356	239	306	13	26	352	11	39.10	46.10
Hatfield, . . .	1,337	1,071,747 00	8	202	245	148	197	11	50	230	6	22.16	25.06
Huntington, . . .	1,216	442,651 00	11	244	247	198	195	15	37	251	9	31.05	28.15
Middlefield, . . .	748	308,332 00	9	125	156	94	120	19	15	154	5	18	31.06
Norhampton, . . .	6,788	3,689,965 00	27	1,019	1,063	743	808	19	101	1,292	26	*117.06	117.07
Pelham, . . .	748	174,513 00	8	140	193	90	149	12	33	165	8	17.05	19.05
Plainfield, . . .	639	246,735 00	10	97	107	78	88	9	24	99	9	26.7	21
Prescott, . . .	611	245,168 00	6	113	143	91	113	13	37	139	6	15	16.17
South Hadley, . . .	2,277	1,040,303 00	12	423	447	320	368	11	51	396	11	47.05	46.06
Southampton, . . .	1,130	496,462 00	7	178	188	116	145	3	6	227	7	29.14	23.21
Ware, . . .	3,597	1,309,890 00	17	688	601	457	480	13	66	742	14	70.05	46
Westhampton, . . .	608	298,404 00	7	72	105	68	89	8	19	122	6	17.07	18.16
Williamsburg, . . .	2,095	906,206 00	11	326	318	261	247	12	29	351	1	45.06	33.12
Worthington, . . .	1,041	430,943 00	12	203	264	160	211	22	60	187	12	44.05	36
Totals, . . .	37,822	\$17,737,649 00	247	6,205	6,784	4,744	5,430	299	913	7,108	223	*3.06	3.04
									8	223	80	167	6.10

* The School Committee returned for the previous school-year—Summer Schools, 164 months, 19 days; Winter Schools, 138 months, 19 days. Total, 302 months, 19 days. This return must have been seriously incorrect, and made the average length of the Schools for the County, as given in the last Annual Report, too large by several days.

SCHOOL RETURNS.

xvii

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount raised by taxes for Schools, including only the wages of Teachers, board, fuel and care of fires, for the school-year 1860-61.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Incorporated Academies.	Average No. of Scholars in incorporated Acad's.	Aggregate paid for Tuition in incorporated Academies.	Unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1860, according to No. children between 5 and 15 May 1, 1859.	How appropriated.
Amherst, . . .	\$31 40	\$18 63	\$1,500 00	-	\$600 00	\$36 00	-	1	50	\$1,000 00	5	90	\$3,400 00	\$133 04	Schools.
Belchertown, . .	25 50	16 25	2,000 00	\$250 00	-	-	-	1	100	-	4	100	200 00	103 53	"
Chesterfield, . .	23 44	14 42	700 00	440 00	1,100 00	66 00	-	1	20	-	1	20	75 00	34 23	"
Cummington, . .	27 84	15 77	600 00	342 00	-	-	\$152 52	1	188	4,550 00	1	30	100 00	36 29	"
Easthampton, . .	18 00	18 19	1,200 00	50 00	-	-	-	1	1	-	1	14	190 00	58 63	"
Enfield, . . .	21 45	14 30	1,000 00	-	-	-	-	1	35	-	2	35	65 00	47 35	"
Goshen, . . .	23 00	15 66	350 00	200 00	-	-	-	1	30	-	1	30	100 00	17 22	"
Granby, . . .	24 10	16 11	1,000 00	24 00	-	-	-	1	25	-	1	25	250 00	37 93	"
Greenwich, . . .	15 50	15 20	700 00	-	-	-	-	1	30	400 00	-	-	-	23 37	"
Hadley, . . .	20 00	18 43	1,800 00	-	15,000 00	1,100 00	-	1	1	-	-	-	-	76 46	"
Hatfield, . . .	43 11	21 00	1,250 00	140 53	-	-	-	-	-	-	-	-	-	49 82	School Com.
Huntington, . .	22 06	17 08	800 00	374 20	-	-	-	-	-	-	-	-	-	49 61	Schools.
Middlefield, . .	18 50	14 67	500 00	322 75	-	-	90 08	-	15	-	1	15	50 00	26 65	"
Northampton, . .	64 95	18 48	7,500 00	-	2,906 87	180 41	-	-	67	-	4	67	2,500 00	244 99	"
Pelham, . . .	20 50	13 08	500 00	66 00	-	-	-	1	-	-	-	-	-	34 24	"
Plainfield, . . .	16 00	14 00	450 00	-	-	-	-	-	-	-	-	-	-	23 57	"
Prescott, . . .	25 60	14 05	450 00	96 00	-	-	-	-	-	-	-	-	-	27 47	"
South Hadley, . .	18 62	17 85	2,500 00	50 00	-	-	-	1	275	-	-	-	-	82 82	"
Southampton, . .	-	18 71	700 00	-	-	-	-	1	35	250 00	1	40	200 00	45 71	"
Ware, . . .	40 64	16 91	3,100 00	-	-	-	-	-	-	-	-	-	-	146 98	"
Westhampton, . .	21 33	15 40	500 00	161 00	-	-	-	-	-	-	-	-	-	22 34	"
Williamsburg, . .	50 46	18 32	1,000 00	839 23	8,600 00	429 00	-	-	-	-	1	30	150 00	72 16	"
Worthington, . .	24 88	17 70	600 00	714 25	1,848 67	110 92	146 98	-	-	-	1	-	160 00	45 10	"
Totals, . . .	27 13	16 53	\$30,700 00	\$4,069 96	\$30,055 54	\$1,922 33	389 58	5	578	\$6,200 00	24	496	\$7,440 00	\$1,439 51	

HAMPDEN COUNTY.

TOWNS.	Population—United States Census, 1860.	Valuation—1860.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Persons between 5 and 15 years of age May 1, 1860.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Winter.		In Summer.					WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.		
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.				Males.	Females.
Agawam,	1,698	\$693,008 00	9	239	256	177	202	11	23	304	—	9	2	8	37.10	32.05	69.15
Blandford,	1,256	519,151 00	14	256	274	183	218	17	49	254	—	14	6	5	39.05	42	81.05
Brimfield,	1,363	700,972 00	11	224	265	181	213	6	34	281	—	11	2	9	34.18	35	69.18
Chester,	1,314	456,635 00	14	254	268	196	211	10	50	302	—	12	3	7	38.10	37.12	76.02
Chicopee,	7,261	2,782,288 00	22	1,167	1,172	852	906	36	138	1,150	3	25	3	27	134.15	80.15	215.10
Granville,	1,385	411,508 00	10	213	217	138	135	16	28	256	—	10	5	5	34.11	23	57.11
Holland,	419	147,186 00	4	75	104	68	95	7	18	78	—	4	4	—	10.14	12.15	23.09
Holyoke,	4,997	2,080,834 00	14	709	733	545	575	33	15	730	2	13	4	11	71.02	71.02	142.04
Longmeadow,	1,376	917,994 00	11	206	243	136	190	7	29	249	—	9	3	8	37.10	38	75.10
Ludlow,	1,174	440,734 00	9	205	257	153	186	18	18	275	—	9	1	8	29	24	53
Monson,	3,164	1,103,143 00	17	426	536	347	441	35	115	469	—	15	10	7	46	51	97
Montgomery,	371	156,175 00	5	66	79	46	65	5	26	74	—	4	2	3	14	14.10	28.10
Palmer,	4,082	1,167,291 00	18	671	628	511	500	38	58	794	3	17	5	13	66.15	58	124.15
Russell,	605	198,462 00	7	115	122	85	95	14	13	115	—	7	1	6	21	24	45
Southwick,	1,188	593,595 00	10	208	242	176	193	20	49	210	1	9	3	7	37	31.10	68.10
Springfield,	15,199	8,669,806 00	39	2,713	2,476	1,942	1,926	40	339	2,472	8	51	7	49	204.15	204.15	409.10
Tolland*,	596	280,774 00	8	112	90	88	68	14	12	130	—	8	2	3	33.05	16.15	50
Wales,	677	277,868 00	6	118	135	85	117	14	10	121	—	6	3	4	18	15.05	33.05
Westfield,	5,055	2,801,834 00	26	816	843	681	697	22	78	924	2	25	4	20	99.15	72.15	172.10
W. Springfield,	2,105	1,011,772 00	12	316	347	196	250	18	37	388	—	11	1	11	50	38.15	88.15
Wilbraham,	2,081	841,633 00	13	300	335	222	265	13	44	392	—	15	7	6	53.05	38.05	91.10
Totals,	57,366	\$26,252,663 00	279	9,409	9,622	7,008	7,548	394	1,183	9,968	19	284	78	217	3.19	3.09	7.08

* Returns of last year.

SCHOOL RETURNS.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount raised by taxes for Schools, including fuel and care of fires, 1860-61.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Incorporated Academies.	Average No. of Scholars in incorporated Acad's.	Aggregate paid for Tuition in incorporated Academies.	Unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1860, according to No. children between 5 and 15 May 1, 1859.	How appropriated.
Agawam, . . .	\$20 00	\$15 67	\$1,128 00	\$160 00	—	—	—	—	—	—	—	2	\$286 00	\$60 47	Schools.
Blandford, . . .	23 75	14 25	600 00	375 00	\$3,000 00	\$180 00	\$194 16	—	—	—	—	40	—	52 28	"
Brimfield, . . .	25 00	16 27	1,200 00	—	10,000 00	700 00	—	—	35	\$75 00	—	—	—	50 22	"
Chester, . . .	24 25	17 55	800 00	625 00	700 00	38 59	—	—	—	—	—	—	—	58 63	"
Chicopee, . . .	73 33	20 71	7,995 00	—	—	—	600 01	—	—	—	—	—	—	251 54	"
Granville, . . .	23 80	11 46	600 00	328 00	—	—	185 00	—	—	—	—	25	225 00	53 30	"
Holland, . . .	18 15	9 84	250 00	38 00	222 22	13 33	—	—	—	—	—	—	—	17 43	"
Holyoke, . . .	48 33	17 88	3,800 00	200 00	—	—	—	—	—	—	—	—	—	167 89	"
Longmeadow, . . .	31 50	16 92	1,650 00	120 00	600 00	24 00	23 50	—	—	—	—	10	100 00	48 17	"
Ludlow, . . .	24 00	18 00	800 00	332 00	—	—	—	—	—	—	—	3	650 00	60 07	"
Monson, . . .	26 05	18 09	1,800 00	329 26	6,000 00	360 00	—	—	82	1,300 00	—	—	—	101 06	"
Montgomery, . . .	16 50	14 59	300 00	137 75	—	—	—	—	—	—	—	—	—	17 22	"
Palmer, . . .	36 18	19 72	2,800 00	2 10	825 00	45 50	—	—	—	—	—	1	60 00	163 39	"
Russell, . . .	21 33	13 58	400 00	704 45	—	—	—	—	—	—	—	—	—	27 67	"
Southwick, . . .	28 67	14 00	315 00	287 00	15,618 01	937 08	—	—	—	—	—	—	—	—	"
Springfield, . . .	83 93	21 74	18,500 00	—	7,082 67	424 96	135 00	—	—	—	—	10	1,500 00	513 53	"
Tolland,* . . .	27 17	9 56	400 00	345 50	—	—	30 00	—	—	—	—	—	—	26 65	"
Wales, . . .	24 00	7 38	415 45	—	—	—	—	—	—	—	—	—	—	28 08	School Com.
Westfield, . . .	47 75	18 25	4,500 00	375 00	10,000 00	600 00	—	—	100	2,000 00	—	1	270 00	182 04	Schools.
W. Springfield, . . .	38 00	19 16	1,200 00	—	13,500 00	810 00	—	—	—	—	—	2	50 00	74 01	"
Wilbraham, . . .	26 52	17 15	1,600 00	145 15	930 00	54 00	28 57	—	175	2,000 00	—	1	100 00	85 48	"
Totals, . . .	\$32 77	\$15 80	\$51,053 45	\$4,504 21	\$68,477 90	\$4,187 46	\$1,196 24	4	392	\$12,800 00	23	355	\$3,241 00	\$2,039 13	

* Returns of last year.

FRANKLIN COUNTY.

TOWNS.	Population—United States Census, 1860.	Valuation—1860.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Persons between 5 and 15 years of age May 1, 1860.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Winter.		In Summer.					SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.			
Ashfield,	1,302	\$606,201 00	14	215	253	181	218	13	68	224	—	12	4	9	44	35	79
Barnardston,	968	444,496 00	6	152	185	127	161	6	26	200	—	7	2	4	22.13	18	40.13
Buckland,	1,702	497,592 00	11	275	353	230	290	13	38	341	—	9	1	9	33.01	36.16	69.17
Charlemont,	1,075	392,972 00	9	188	241	152	191	3	51	246	—	8	5	3	23	21.10	44.10
Coleraine,	1,798	555,814 00	18	359	447	283	357	18	91	343	—	17	4	13	53.05	48.09	101.14
Conway,	1,689	725,055 00	16	266	320	216	260	14	49	388	—	15	5	11	48.08	45.05	93.13
Deerfield,	3,073	1,181,066 00	18	525	643	441	526	16	110	628	1	16	5	15	67	69.05	136.05
Erving,	527	163,601 00	5	126	137	102	93	11	15	115	—	5	2	3	13.03	16.15	29.18
Gill,	683	380,385 00	6	140	155	124	136	7	36	155	—	6	1	5	18.10	16.15	35.05
Greenfield,	3,198	1,534,425 00	12	537	564	422	441	11	85	627	1	15	3	13	54.04	45.11	99.15
Hawley,	671	225,604 00	11	155	177	121	147	14	50	131	—	10	5	6	28.05	28.15	57
Heath,	661	255,580 00	8	127	162	90	127	9	36	144	—	8	5	3	24.15	24	48.15
Leverett,	964	292,830 00	8	205	228	179	196	13	40	210	—	8	3	5	21	22	43
Leyden,	606	273,648 00	5	116	161	89	130	3	33	118	—	5	5	1	17.10	14.12	32.02
Monroe,	236	83,091 00	4	36	74	29	49	7	13	50	—	2	1	3	4.09	13.16	18.05
Montague,	1,593	564,033 00	13	325	370	261	324	16	72	370	1	12	5	7	33.12	35.15	69.07
New Salem,	957	347,945 00	12	247	272	198	231	16	44	229	—	13	3	9	37.19	35.09	73.08
Northfield,	1,712	708,226 00	13	349	370	232	277	34	36	340	—	13	3	10	34.09	39.19	74.08
Orange,	1,622	543,346 00	14	305	392	270	337	28	109	330	—	13	5	9	34.13	39.02	73.15
Rowe,	619	223,313 00	8	131	161	101	128	6	33	174	—	7	4	4	21	19.05	40.05
Shelburne,	1,448	682,660 00	9	221	250	172	207	10	50	285	1	7	2	7	28.05	27.10	55.15

Shutesbury, .	798	221,007 00	10	173	195	131	154	20	44	196	—	8	5	5	17.08	28.18	46.06
Sunderland, .	839	345,843 00	8	163	231	140	196	6	47	204	—	7	3	5	22.16	22.11	45.07
Warwick, .	932	342,556 00	10	213	259	191	216	25	55	185	1	9	—	10	24.17	28.16	53.13
Wendell, .	704	232,771 00	10	142	135	120	111	8	25	136	—	8	—	9	17.16	22.19	40.15
Whately, .	1,057	624,902 00	6	149	159	128	133	14	42	178	—	6	1	5	26	30.08	56.08
Totals, . .	31,434	\$12,448,961 00	264	5,840	6,894	4,730	5,636	341	1,298	6,547	5	246	82	183	2.18	3.00	5.18

FRANKLIN COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount raised by taxes for Schools, including only the wages of Teachers, board, fuel and care of fires, for the school-year 1860-61.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of appropriated to Schools, that may be so appropriated or not.	Incorporated Academies.	Average No. of Scholars in incorporated Acad's.	Aggregate paid for Tuition in incorporated Academies.	Unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1860, according to No. children between 5 and 15 May 1, 1859.	How appropriated.
Ashfield, . . .	\$27 50	\$16 10	\$1,000 00	\$320 00	\$943 33	\$56 59	-	1	34	\$125 00	-	1	-	\$57 61	Schools.
Barnardston, . .	30 17	17 14	300 00	36 00	10,716 67	843 00	-	-	-	-	180	1	\$2,680 00	41 82	"
Buckland, . . .	38 00	13 43	1,000 00	152 00	914 66	54 88	\$74 97	-	-	-	-	-	-	75 23	"
Charlemont, . .	27 11	14 50	600 00	-	-	-	-	-	-	-	30	1	140 00	43 46	"
Coleraine, . . .	22 95	16 03	1,000 00	700 00	-	-	-	-	-	-	21	2	114 00	78 31	"
Conway, . . .	24 40	16 26	1,250 00	540 00	-	-	72 89	1	35	440 00	20	1	30 00	72 98	"
Deerfield, . . .	41 40	19 31	3,435 00	320 00	10,000 00	600 00	-	1	8	125 00	16	2	273 00	123 61	"
Erving, . . .	28 16	15 31	500 00	-	-	-	44 74	-	-	-	-	-	-	20 71	"
Gill, . . .	26 00	17 62	600 00	172 00	-	-	-	-	-	-	-	-	-	32 18	"
Greenfield, . .	51 50	17 95	3,600 00	1,000 00	-	-	123 01	-	-	-	30	3	1,300 00	123 01	"
Hawley, . . .	24 84	16 12	600 00	350 00	400 00	24 00	-	-	-	-	-	-	-	28 08	"
Heath, . . .	26 77	13 42	600 00	315 50	-	-	-	-	-	-	-	-	-	30 13	"
Leverett, . . .	22 38	13 78	600 00	84 11	-	-	-	-	-	-	43	1	103 00	47 97	"
Leyden, . . .	26 67	16 10	450 00	363 00	-	-	-	-	-	-	-	-	-	30 34	"
Monroe, . . .	17 48	12 04	100 00	110 00	207 33	12 44	12 00	-	-	-	-	-	-	10 87	"
Montague, . . .	29 00	15 30	1,200 00	180 00	-	-	172 00	-	-	-	40	1	120 00	74 00	"
New Salem, . .	20 98	13 15	1,000 00	-	-	-	-	1	40	450 00	25	2	45 25	47 15	"
Northfield, . .	26 03	14 00	1,200 00	-	400 00	24 00	66 00	1	-	200 00	-	1	25 00	77 90	"
Orange, . . .	28 37	15 37	1,200 00	-	-	-	-	-	-	-	60	2	170 00	67 44	"
Rowe, . . .	27 05	13 17	500 00	153 50	200 00	12 00	-	-	-	-	26	1	100 00	35 06	"
Shelburne, . .	34 14	18 41	900 00	359 00	-	-	-	-	-	-	25	2	400 00	55 14	"

	23 88	12 92	600 00	149 00	280 00	16 80	-	-	-	3	42	70 00	40 59	Schools.
Shutesbury,	31 00	13 13	850 00	42 00	-	-	-	-	-	1	30	20 00	41 62	"
Sunderland,	14 00	15 21	800 00	-	500 00	30 00	-	-	-	2	47	125 00	47 35	"
Warwick,	-	13 12	500 00	-	690 00	41 40	-	-	-	-	-	-	34 86	"
Wendell,	28 00	19 05	1,000 00	112 75	-	-	-	-	-	1	40	160 00	41 41	"
Whately,														
Totals,	\$27 91	\$15 30	\$25,385 00	\$5,458 86	\$25,251 99	\$1,715 11	\$565 61	5	117	26	675	\$5,875 25	\$1,378 83	

BERKSHIRE COUNTY.

TOWNS.	Population—United States Census, 1860.	Valuation—1860.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Persons between 5 and 15 years of age May 1, 1860.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.																	
				In Sum'r.		In Winter.					In Sum'r.		In Winter.		SUMMER.		WINTER.		Females.		Males.		Females.		Males.		Summer. Mos. Days.		Winter. Mos. Days.		Total. Mos. Days.	
Adams, . . .	6,924	\$2,543,095 00	27	1,031	1,191	754	794	30	80	1,314	4	21	12	16	57.10	97.05	154.15															
Alford, . . .	542	320,018 00	3	97	122	60	95	2	20	120	—	3	3	—	12	10.08	22.08															
Becket, . . .	1,578	431,652 00	12	283	275	217	212	16	51	339	—	10	4	7	44.18	33.12	78.10															
Cheshire, . . .	1,533	646,771 00	7	286	309	182	213	17	41	354	1	6	6	2	26	29.05	55.05															
Clarksburg, . . .	420	107,505 00	3	69	76	52	54	2	3	80	—	3	2	1	9	8	17															
Dalton, . . .	1,243	733,646 00	6	206	185	156	142	8	8	224	—	6	—	6	25.15	25.05	51															
Egremont, . . .	1,079	452,030 00	5	173	188	117	133	16	23	192	—	5	4	1	25.15	22.08	48.03															
Florida, . . .	645	119,316 00	6	137	141	107	97	10	39	123	—	6	3	3	19.07	21.08	40.15															
Gt. Barrington, . . .	3,871	1,843,798 00	18	610	636	399	420	70	44	713	1	17	4	14	90.10	65.15	156.05															
Hancock, . . .	816	494,484 00	7	122	127	100	98	8	13	180	—	7	4	2	32	20	52															
Hinsdale, . . .	1,511	557,661 00	8	250	266	198	186	8	22	325	—	8	5	3	27.03	28.06	55.09															
Lanesborough, . . .	1,308	641,549 00	2	214	234	140	174	12	29	271	—	6	2	5	30	24.15	54.15															
Lee, . . .	4,420	1,731,778 00	15	812	831	556	576	24	65	888	1	13	5	11	66	62.10	128.10															
Lenox, . . .	1,711	821,416 00	9	279	308	167	211	18	40	403	—	7	4	4	32	29.17	61.17															
Monterey, . . .	758	306,184 00	9	131	179	93	133	17	28	179	—	8	—	9	27.10	32.05	59.15															
Mt. Washington, . . .	321	79,294 00	3	59	46	40	34	3	13	97	—	2	2	—	8	5.10	13.10															
New Ashford, . . .	239	112,993 00	2	41	41	23	21	6	5	43	—	2	—	2	6	3.18	9.18															
N. Marlborough, . . .	1,782	616,976 00	11	336	328	233	231	24	35	366	—	11	8	3	43.12	34.12	78.04															
Otis, . . .	998	256,822 00	9	199	214	138	147	20	45	186	—	8	4	5	28	29	57															
Peru, . . .	499	218,200 00	5	85	101	65	81	3	32	107	—	4	—	5	15.10	17.10	33															
Pittsfield, . . .	8,045	5,059,907 00	26	1,313	1,285	961	956	60	148	1,784	1	27	4	24	118.10	113.05	231.15															
Richmond, . . .	914	489,346 00	6	205	191	139	143	14	33	198	—	6	1	6	23.10	18.05	41.15															
Sandisfield, . . .	1,585	544,922 00	16	314	329	223	250	28	46	317	—	15	6	8	62	47.10	109.10															

Savoy, . . .	904	268,439 00	9	190	192	137	132	19	36	195	-	9	5	5	29.13	30.04	59.17
Sheffield, . .	2,621	1,103,728 00	14	400	443	253	310	45	63	610	-	14	7	7	70.10	60	130.10
Stockbridge, .	2,136	976,256 00	9	251	295	184	224	20	15	405	1	8	5	4	37.10	32.10	70
Tyringham, . .	730	293,228 00	7	145	142	106	100	14	21	160	-	7	2	4	33.08	20.13	54.01
Washington, .	948	301,441 00	9	175	172	129	128	14	23	179	-	8	2	5	19.10	20	39.10
W. Stockbridge,	1,589	602,010 00	7	335	371	207	250	21	46	349	1	6	5	2	30.02	26.09	56.11
Williamstown, .	2,611	1,173,222 00	15	449	474	289	350	24	70	507	1	14	10	4	56.04	43.16	100
Windsor, . . .	839	337,275 00	11	191	204	138	138	26	27	189	-	11	6	3	37.15	23	60.15
Totals, . . .	55,120	\$24,186,962 00	296	9,388	9,896	6,563	7,033	599	1,164	11,397	12	278	125	171	3.17	3.10	7.07

Savoy, . . .	22 11	13 13	487 50	421 83	1,297 00	77 82	-	-	-	-	-	-	18	28 00	38 74	Schools.
Sheffield, . . .	26 00	16 00	1,300 00	1,200 00	3,300 00	198 00	-	-	-	-	-	-	3 40	3,200 00	128 12	"
Stockbridge, . . .	21 46	13 67	1,200 00	25 00	3,000 00	174 00	-	1	36	775 00	-	-	7 88	3,344 00	88 56	"
Tyringham, . . .	22 84	11 54	600 00	170 00	-	-	-	-	-	-	-	-	-	-	34 65	"
Washington, . . .	25 00	17 08	600 00	276 20	-	-	3 75	-	-	-	-	-	-	-	43 26	"
W. Stockbridge, . . .	27 00	13 55	800 00	243 75	-	-	-	-	-	-	-	-	1 16	96 00	68 68	"
Williamstown, . . .	25 30	17 63	1,200 00	408 00	833 00	49 98	-	-	-	-	-	-	3 63	1,160 00	118 69	"
Windsor, . . .	19 00	13 57	600 00	-	600 00	36 00	-	-	-	-	-	-	-	-	39 36	"
Totals, . . .	\$26 29	\$15 39	\$34,491 72	10,147 34	\$19,089 68	\$1,082 32	\$635 42	7	281	\$6,755 00	53	1064	\$20,239 00	\$2,360 68		

NORFOLK COUNTY.

TOWNS.	Population—United States Census, 1860.	Valuation—1860.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Persons between 5 and 15 years of age May 1, 1860.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.						
				In Sum'r.		In Winter.					SUMMER.		WINTER.		Males.	Females.	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
Bellingham,	1,313	\$474,259 00	11	289	317	240	259	29	32	272	10	10	1	10	28.10	32.16	61.06				
Braintree,	3,468	1,431,960 00	13	618	631	500	511	28	61	684	2	11	6	7	72.10	50.10	123				
Brookline,	5,164	10,598,546 00	17	870	898	653	695	59	119	693	5	18	5	18	91.07	91.07	182.14				
Canton,	3,242	2,015,398 00	12	625	553	507	422	33	40	642	1	12	6	7	60	48	108				
Cohasset,	1,953	1,018,224 00	10	443	435	317	303	18	47	378	1	9	2	9	44.15	47	91.15				
Dedham,	6,330	4,379,743 00	27	1,173	1,134	907	882	12	112	1,184	5	24	9	18	139.18	137.18	277.16				
Dorchester,	9,769	10,880,383 00	30	1,946	1,903	1,514	1,500	91	178	1,727	8	33	8	33	150	150	300				
Dover,	679	344,741 00	4	129	144	97	123	5	14	154	—	4	—	4	13.05	14	27.05				
Foxborough,	2,879	1,287,735 00	9	416	388	320	313	10	25	487	—	11	3	7	70.07	70.08	140.15				
Franklin,	2,172	811,637 00	10	392	404	316	334	27	44	420	—	10	3	7	33	25.17	58.17				
Medfield,	1,082	601,491 00	5	146	182	121	134	4	36	188	—	4	2	3	14.05	19	33.05				
Medway,	3,195	1,210,746 00	12	610	596	476	483	38	98	536	—	12	8	4	44.15	35.08	80.03				
Milton,	2,669	3,393,720 00	10	482	455	344	352	—	31	599	6	4	6	4	52.10	52.10	105				
Needham,	2,658	1,604,985 00	12	471	504	343	390	12	40	561	—	11	5	7	55	45	100				
Quincy,	6,778	3,870,000 00	21	1,376	1,293	1,199	1,144	18	45	1,412	6	17	6	17	115	115	230				
Randolph,	5,760	2,726,059 00	22	1,368	1,067	1,054	976	69	80	1,246	2	20	2	20	126	66	192				
Roxbury,	25,137	24,000,000 00	85	4,165	4,335	3,910	4,080	—	248	4,787	9	85	9	85	510	510	1,020				
Sharon,	1,377	651,213 00	6	267	276	202	220	19	51	268	1	7	5	1	28.10	21	49.10				
Stoughton,	4,830	1,758,237 00	16	1,048	969	822	761	26	93	1,028	4	17	9	10	64.05	64	128.05				
Walpole,	2,037	1,035,854 00	9	315	353	254	271	17	34	364	—	9	1	8	36.10	39	75.10				
West Roxbury,	6,310	8,337,578 00	20	1,079	1,068	828	812	8	82	951	4	18	4	18	107.10	107.10	215				
Weymouth,	7,742	3,119,993 00	30	1,550	1,526	1,170	1,087	168	143	1,498	5	26	4	29	130.04	150.04	280.08				
Wrentham,	3,406	1,248,397 00	19	720	743	530	545	53	77	661	1	18	5	15	62.10	56.13	119.03				
Totals,	109,950	\$86,800,899 00	410	20,498	20,174	16,624	16,597	744	1,730	20,740	60	390	109	341	5.00	4.15	9.15				

SCHOOL RETURNS.

xxix

NORFOLK COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount raised by taxes for Schools, including fuel and care of trees, for the school-year 1860-61.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Incorporated Academies.	Average No. of Scholars in incorporated Acad's.	Aggregate paid for Tuition in incorporated Academies.	Unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1860, according to No. children between 5 and 15 May 1, 1859.	How appropriated.
Bellingham,	\$28 00	\$19 25	\$1,100 00	-	\$418 16	\$25 09	\$140 63	-	1	-	-	1	\$200 00	\$54 73	Schools.
Braintree,	49 27	22 31	3,400 00	-	12,000 00	720 00	-	\$200 00	1	\$200 00	-	20	\$320 00	135 51	"
Brookline,	112 56	30 75	15,375 00	-	-	-	-	-	1	-	-	5	5,960 00	149 03	Treasury.
Canton,	40 67	20 34	3,200 00	\$65 00	-	-	-	-	1	-	-	10	480 00	124 03	Schools.
Cohasset,	52 22	13 99	2,100 00	-	1,000 00	50 00	-	-	-	-	-	1	-	87 53	"
Dedham,	77 51	22 00	12,195 00	-	1,100 00	66 00	-	-	2	-	-	65	1,200 00	222 84	"
Dorchester,	106 25	33 59	24,000 00	-	16,177 25	1,041 82	-	-	2	-	-	40	600 00	350 55	"
Dover,	-	22 13	700 00	-	-	-	-	-	-	-	-	1	-	33 83	"
Foxborough,	37 33	27 64	2,500 00	-	-	-	-	-	3	-	-	200	3,000 00	97 99	"
Franklin,	42 06	22 65	1,600 00	-	-	-	-	-	2	-	-	95	210 00	80 56	"
Medfield,	42 35	24 84	800 00	-	3,760 00	225 60	-	-	1	-	-	1	-	35 06	"
Medway,	42 00	23 25	2,500 00	-	200 00	12 00	-	-	1	-	-	80	255 00	112 95	"
Milton,	57 14	23 81	5,500 00	-	-	-	-	1,000 00	3	1,000 00	-	40	2,000 00	117 47	"
Needham,	42 00	20 67	2,700 00	-	1,666 66	100 00	-	-	1	-	-	20	600 00	105 16	"
Quincy,	73 80	21 92	9,000 00	-	-	75 00	-	-	-	-	-	1	-	284 95	"
Randolph,	66 66	20 57	6,000 00	-	17,000 00	1,700 00	-	-	-	-	-	55	-	255 43	"
Roxbury,	127 08	28 63	48,810 68	-	76,426 29	3,760 91	-	-	-	-	-	28	8,000 00	941 36	"
Sharon,	38 00	26 13	1,200 00	-	2,640 00	158 40	120 00	-	-	-	-	600	-	52 89	"
Stoughton,	45 00	19 72	4,500 00	-	-	-	-	-	-	-	-	35	1,200 00	195 36	"
Walpole,	35 00	24 77	2,400 00	-	-	-	-	-	2	-	-	30	600 00	69 29	"
West Roxbury,	120 93	33 33	12,600 00	-	45,000 00	2,700 00	-	-	1	-	-	157	6,450 00	200 69	Town Treas.
Weymouth,	58 50	22 25	8,500 00	10 00	5,000 00	426 00	-	-	6	-	-	3	100 00	304 84	Schools.
Wrentham,	38 20	23 35	2,750 00	-	2,001 96	120 10	341 86	763 00	1	-	-	16	175 00	135 72	"
Totals,	\$60 57	\$23 82	\$173,430 68	\$75 00	\$184,390 32	11,180 92	\$602 49	\$1,963 00	84	\$1,963 00	63	1563	\$31,150 00	\$4,147 77	

BRISTOL COUNTY.

TOWNS.	Population—United States Census, 1860.	Valuation—1860.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.					
				In Sum'r.	In Winter.	In Sum'r.	In Winter.	SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.			
								Males.	Females.	Males.	Females.						
Aeushnet, . . .	1,387	\$784,837 00	9	263	282	181	216	10	53	280	—	9	5	4	43.02	36.15	79.17
Attleborough, . .	6,066	2,466,316 00	28	1,084	1,099	858	877	27	107	1,215	4	27	10	21	107.10	111.15	219.05
Berkley, . . .	825	317,290 00	7	145	210	114	172	11	20	199	—	5	4	3	13	24.10	37.10
Dartmouth, . . .	3,883	2,948,785 00	26	662	712	440	533	49	99	790	1	24	11	15	103	98	201
Dighton, . . .	1,733	711,454 00	11	332	374	258	296	17	51	355	1	10	5	6	31.10	35.07	66.17
Easton, . . .	3,067	1,064,221 00	12	492	592	392	491	33	92	593	—	13	7	6	33.15	32.15	66.10
Fairhaven, . . .	3,118	3,596,609 00	14	778	613	540	489	34	33	716	3	19	4	14	62.05	47.10	109.15
Fall River, . . .	14,026	10,923,746 00	31	2,390	2,345	1,656	1,728	31	190	3,221	6	46	9	43	154.05	159.10	313.15
Freetown, . . .	1,521	802,214 00	9	318	292	199	216	39	81	342	—	13	1	7	46.12	23.03	69.15
Mansfield, . . .	2,114	711,080 00	9	409	421	318	338	16	56	428	1	10	2	8	25.15	27.15	53.10
New Bedford, . .	22,300	24,196,138 00	43	3,353	3,413	3,084	3,119	6	428	3,810	8	85	9	89	214.10	220.17	435.07
Norton, . . .	1,848	818,451 00	9	330	391	274	334	19	100	382	—	9	6	4	23.15	27.02	50.17
Pawtucket, . . .	4,200	2,000,391 00	9	577	588	445	457	25	83	855	2	11	2	11	53.15	27	80.15
Raynham, . . .	1,746	1,030,743 00	8	335	318	262	270	16	43	310	—	8	5	3	25.05	25.05	50.10
Rehoboth, . . .	1,932	884,436 00	15	334	452	272	372	24	93	418	—	12	7	8	34.05	49.15	84
Seekonk, . . .	2,662	1,365,550 00	14	478	519	359	410	46	48	454	—	15	4	11	44.05	47.15	92
Somerset, . . .	1,793	914,070 00	7	330	401	246	315	13	40	360	1	6	4	5	17	27.17	44.17
Swansey, . . .	1,430	743,335 00	10	223	302	176	237	21	50	262	—	9	8	2	22.10	36.10	59
Taunton, . . .	15,376	8,211,023 00	51	2,867	2,896	1,955	2,176	176	239	2,967	5	57	17	43	133.10	98.15	232.05
Westport, . . .	2,767	1,803,564 00	20	573	635	383	455	48	80	610	2	18	9	11	85	67.13	152.13
Totals, . . .	93,794	\$66,294,256 00	342	16,273	16,855	12,412	13,501	661	1,986	18,567	34	406	129	314	3.15	3.12	7.07

BRISTOL COUNTY—CONTINUED.

SCHOOL RETURNS.

xxx

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount raised by taxes for Schools, including only the wages of Teachers, board, fuel and care of fires, for the school-year 1860-61.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Incorporated Academies.	Average No. of Scholars in Incorporated Academies.	Aggregate paid for Tuition in Incorporated Academies.	Unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Academies and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1860, according to No. children between 5 and 15 May 1, 1859.	How appropriated.
Acushnet, . . .	\$34 17	\$20 00	\$2,000 00	-	\$11,800 00	\$708 00	-	-	-	-	-	-	-	\$257 07	Schools.
Attleborough, . .	36 89	22 28	6,012 69	-	-	-	-	-	-	-	-	-	-	42 64	"
Berkley, . . .	32 25	17 17	800 00	\$51 00	-	-	-	-	-	-	4	14	\$37 00	176 51	"
Dartmouth, . . .	26 10	16 32	3,500 00	140 00	-	-	-	-	-	-	1	25	600 00	74 41	"
Dighton, . . .	26 76	15 63	1,200 00	27 80	-	-	\$110 00	-	-	-	1	25	500 00	118 28	"
Easton, . . .	41 03	24 15	2,102 00	200 00	-	-	-	-	-	-	1	15	100 00	210 74	"
Fairhaven, . . .	61 92	19 31	5,500 00	-	-	-	-	-	-	-	4	100	1,075 00	585 28	"
Fall River, . . .	71 63	22 52	16,000 00	-	-	-	-	-	-	-	-	-	-	75 85	"
Freetown, . . .	22 00	18 73	1,500 00	-	-	-	-	-	-	-	1	40	80 00	81 38	"
Mansfield, . . .	40 00	21 35	1,498 00	15 00	-	-	-	-	-	-	18	368	9,004 00	733 90	"
New Bedford, . .	84 61	27 34	36,732 88	-	15,000 00	-	-	6,700 00	81	107	-	-	-	82 00	"
Norton, . . .	36 73	24 42	1,500 00	-	-	-	-	4,060 00	1	-	-	-	-	92 70	"
Pawtucket, . . .	97 22	19 58	3,500 00	286 67	-	-	-	-	-	-	1	12	75 00	67 24	"
Raynham, . . .	34 30	22 09	1,300 00	12 10	-	-	-	-	-	-	4	50	55 00	88 56	"
Rehoboth, . . .	26 00	17 00	1,500 00	136 00	3,295 66	197 74	139 35	-	-	-	2	25	130 00	83 64	"
Seekonk, . . .	37 92	18 32	1,700 00	125 00	3,181 00	518 40	264 00	-	-	-	3	74	74 00	71 96	"
Somerset, . . .	35 96	17 42	1,400 00	-	-	-	-	-	-	-	3	92	250 00	53 30	"
Swansey, . . .	30 16	16 22	1,389 00	72 00	-	-	-	-	-	-	-	-	-	601 26	Sch's, App., &c.
Taunton, . . .	45 96	22 05	14,000 00	-	8,000 00	600 00	-	1,150 00	50	-	8	125	2,000 00	128 13	Schools.
Westport, . . .	28 18	17 15	2,000 00	400 00	-	-	284 18	-	-	-	1	33	567 00	-	"
Totals, . . .	\$42 49	\$19 95	\$105,134 57	\$1,465 57	\$41,276 66	\$2,024 14	\$797 53	4	238	11,910 00	52	998	\$14,547 00	\$3,724 85	

PLYMOUTH COUNTY.

TOWNS.	Population—United States Census, 1860.	Valuation—1860.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.		Persons over 15 years of age who attend School.		Persons between 5 and 15 years of age May 1, 1860.		NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.				
				In Sum'r.		In Winter.		In Sum'r.		In Winter.		Males.		Females.		SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
				Males.		Females.		Males.		Females.												
Abington, . . .	8,527	\$3,279,465 00	28	1,668	1,562	1,285	1,233	97	107	1,703	5	27	5	26	130	77	207	130	77	207		
Bridgewater, . .	3,761	1,878,831 00	16	565	645	506	535	51	63	661	2	15	2	10	70.15	41	111.15	70.15	41	111.15		
Carver, . . .	1,186	490,290 00	7	175	211	130	167	13	66	214	—	7	—	—	30.08	22.10	52.18	30.08	22.10	52.18		
Duxbury, . . .	2,597	1,076,386 00	12	445	497	370	399	34	47	483	1	11	1	11	52	43.02	95.02	52	43.02	95.02		
E. Bridgewater, .	3,207	1,327,734 00	14	629	642	476	528	77	112	611	—	13	—	8	53.05	44.05	97.10	53.05	44.05	97.10		
Halifax, . . .	766	321,449 00	5	149	175	117	147	11	22	172	—	5	—	2	15.18	17.13	33.11	15.18	17.13	33.11		
Hanover, . . .	1,565	821,527 00	8	268	301	224	223	18	17	302	—	9	—	9	25	39.01	64.01	25	39.01	64.01		
Hanson, . . .	1,245	541,567 00	9	272	265	201	213	16	45	251	1	8	1	5	30	25	55	30	25	55		
Hingham, . . .	4,351	2,481,366 00	13	686	655	497	472	90	51	837	3	11	3	11	71.10	71.10	143	71.10	71.10	143		
Hull, . . .	285	179,078 00	1	38	41	27	37	3	4	45	—	1	—	—	5	4	9	5	4	9		
Kingston, . . .	1,655	1,303,308 00	8	293	293	230	238	14	45	297	1	7	1	3	35.11	33.03	68.14	35.11	33.03	68.14		
Lakeville, . . .	1,160	572,242 00	11	213	229	158	182	13	13	203	—	11	—	7	27.10	30.07	57.17	27.10	30.07	57.17		
Marion, . . .	918	469,164 00	5	189	185	149	150	12	35	190	—	5	—	4	14.12	17.02	31.14	14.12	17.02	31.14		
Marshfield, . . .	1,870	729,709 00	10	348	402	285	322	24	55	378	—	9	—	8	43	34	77	43	34	77		
Mattapoisett, . .	1,483	815,890 00	10	158	229	109	197	14	62	276	—	4	—	2	14	24.09	38.09	14	24.09	38.09		
Middleborough, .	4,553	2,260,826 00	24	916	947	704	732	48	165	925	1	23	1	11	99.01	87.14	186.15	99.01	87.14	186.15		
N. Bridgewater, .	6,584	2,173,965 00	20	1,059	1,095	844	870	45	168	1,263	2	19	2	13	73	64	137	73	64	137		
Pembroke, . . .	1,524	606,200 00	8	263	218	198	177	10	17	258	—	8	—	6	35.05	23.13	58.18	35.05	23.13	58.18		
Plymouth, . . .	6,272	3,138,613 00	33	1,268	1,241	1,156	1,153	23	159	1,278	5	28	7	33	155	144.05	299.05	155	144.05	299.05		
Plympton, . . .	994	366,835 00	6	191	191	152	149	7	25	223	—	6	—	3	29	21	50	29	21	50		
Rochester, . . .	1,232	592,766 00	11	203	251	172	203	15	63	229	—	11	—	6	32.17	35.13	68.10	32.17	35.13	68.10		
Scituate, . . .	2,227	944,524 00	11	427	420	318	337	35	87	453	1	10	1	8	66	30.05	96.05	66	30.05	96.05		

South Scituate,	1,764	922,853 00	9	333	351	245	276	21	44	348	-	9	5	5	49.15	28.07	78.02
Wareham, . .	3,186	1,101,947 00	13	687	636	495	484	40	99	728	1	12	6	7	52.05	52.11	104.16
W. Bridgewater,	1,846	764,408 00	9	335	310	249	258	20	65	371	1	10	4	4	30.05	22.04	52.09
Totals, . .	64,758	\$29,160,937 00	301	11,778	11,992	9,297	9,682	751	1,636	12,699	24	279	111	202	4.02	3.09	7.11

PLYMOUTH COUNTY—CONTINUED.

[illegible]

SCHOOL RETURNS.

XXXV

	34 35	18 97	1,700 00	20 00	-	-	-	-	-	-	-	-	-	-	Schools.
South Scituate,	37 98	21 05	2,800 00	-	-	-	-	-	-	-	-	-	-	-	"
Wareham, . .	33 61	20 29	1,400 00	-	-	-	-	-	-	-	-	-	-	-	"
W.Bridgewater,															
Totals, . .	\$35 08 \$19 62	\$58,733 83	\$1,290 75	\$54,577 35	\$3,059 35	\$409 00	5	326	\$5,395 00	43	771	\$7,228 33	\$2,584 02		

BARNSTABLE COUNTY.

TOWNS.	Population—United States Census, 1860.	Valuation—1860.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.		Persons over 15 years of age who attend School.		NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum'r.	In Winter.	In Sum'r.	In Winter.					Summ'r.	Winter.	Summ'r.	Winter.	Summ'r.	Winter.	Total.
												Males.	Females.	Males.	Females.	Mos. Days.	Mos. Days.	Mos. Days.
Barnstable, . .	5,129	\$2,041,534 00	26	776	1,157	625	942	26	180	1,054	1	20	11	18	76	82	158	158
Brewster, . .	1,489	636,333 00	8	256	277	201	215	16	50	300	—	8	9	7	29.15	19	48.15	48.15
Chatham, . .	2,710	886,157 00	14	630	746	444	536	32	127	627	1	13	3	11	62	62.05	124.05	124.05
Dennis, . .	3,662	1,108,054 00	19	865	878	588	661	59	162	748	—	19	9	10	104.10	53.15	158.05	158.05
Eastham, . .	779	226,795 00	4	139	180	99	137	10	40	147	—	4	3	1	15	15.05	30.05	30.05
Falmouth, . .	2,456	1,323,308 00	18	452	520	358	440	17	103	539	1	17	7	11	69.15	59.05	129	129
Harwich, . .	3,423	841,833 00	19	774	884	507	670	57	171	832	—	19	11	8	95.04	54.15	149.19	149.19
Orleans, . .	1,678	487,914 00	9	362	443	265	329	—	108	343	—	9	4	5	45	35.15	80.15	80.15
Provincetown, . .	3,206	1,263,695 00	8	587	658	461	536	—	99	659	—	12	5	11	44	26	70	70
Sandwich, . .	4,479	1,644,433 00	24	524	905	357	704	28	159	964	1	19	10	15	72.03	86.15	158.18	158.18
Truro, . .	1,583	381,429 00	11	314	406	250	335	25	88	412	—	8	6	5	32	33	65	65
Wellfleet, . .	2,322	617,596 00	12	484	695	322	460	18	198	536	—	12	8	4	54	36	90	90
Yarmouth, . .	2,752	1,162,120 00	10	506	524	378	400	1	81	536	3	9	3	10	60	30	90	90
Totals, . .	35,990	\$12,621,201 00	182	6,669	8,273	4,855	6,365	289	1,566	7,697	8	169	89	116	4.03	3.05	7.08	7.08
Marshpee, District, . . . . .	.	.	2	64	67	45	49	5	6	68	—	2	1	1	9	6.10	15.10	15.10
															4.10	3.05	7.15	7.15

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount raised by taxes for Schools, including only the wages of Teachers, board, fuel and care of fires, 1860-61.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Incorporated Academies.	Unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1860, according to No. children between 5 and 15 May 1, 1859.	How appropriated.
Barnstable, . . .	\$16 91	\$23 84	\$5,000 00	\$85 00	-	-	-	-	-	8	\$2,200 00	\$217 09	Schools.
Brewster, . . .	-	20 81	1,200 00	-	-	-	-	-	-	3	400 00	62 73	"
Chatham, . . .	48 00	18 11	3,000 00	-	-	-	-	-	-	1	64 00	127 30	"
Dennis, . . .	37 94	18 05	2,000 00	1,218 52	-	-	-	-	-	-	-	175 89	"
Eastham, . . .	33 00	17 26	659 00	-	-	\$59 50	-	-	-	-	-	31 16	"
Falmouth, . . .	33 00	16 32	2,000 00	316 00	-	-	\$321 36	\$650 00	2	20	11 00	103 93	"
Harwich, . . .	31 25	14 93	2,500 00	100 00	-	-	-	900 00	3	125	1,000 00	167 89	"
Orleans, . . .	38 87	16 23	1,900 00	-	-	-	-	-	-	-	-	76 46	"
Provincetown, . .	49 45	16 28	3,000 00	-	-	-	-	-	-	50	300 00	131 40	"
Sandwich, . . .	35 22	16 78	4,000 00	77 00	-	-	-	-	3	38	830 00	200 49	"
Truro, . . .	42 00	14 00	1,500 00	-	-	-	-	280 00	3	80	75 00	86 50	"
Wellfleet, . . .	42 00	18 00	2,200 00	-	-	-	110 00	320 00	6	150	750 00	115 46	"
Yarmouth, . . .	55 91	24 00	2,500 00	-	\$16,158 13	969 48	-	-	-	-	-	109 06	Schools & App. Schools.
Totals, . . .	\$41 13	\$18 05	\$31,459 00	\$1,796 52	\$16,158 13	\$1,028 98	\$431 36	\$2,150 00	31	823	\$5,630 00	\$1,605 36	
Marshpee, Dis.,	\$30 00	\$23 02	\$88 50	-	-	-	\$60 00	-	-	-	-	-	Schools.

DUKES COUNTY.

TOWNS.	Population—United States Census, 1860.	Valuation—1860.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Persons between 5 and 15 years of age May 1, 1860.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.			
Chilmark, . .	654	\$598,863 00	4	98	138	71	111	4	26	133	3	1	3	1	9	9	18
Edgartown, . .	2,118	1,369,721 00	9	348	379	305	281	1	63	365	2	9	2	11	21	33.16	54.16
Tisbury, . . .	1,631	939,610 00	9	409	417	336	334	10	30	394	5	6	5	6	28	28.05	56.05
Totals, . .	4,403	\$2,908,194 00	22	855	934	712	726	15	119	892	7	18	10	18	2.13	3.04	5.17

NANTUCKET COUNTY.

Nantucket, . .	6,094	\$3,875,598 00	12	991	940	858	725	-	172	1,045	4	21	4	21	60	59	119
															5	4.18	9.18

DUKES COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount raised by taxes for Schools, including only the wages of Teachers, board, fuel and care of fires, for the school-year 1860-61.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Incorporated Academies.	Average No. of Scholars in incorporated Academies.	Aggregate paid for Tuition in incorporated Academies.	Unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Academies and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1860, according to No. children between 5 and 15 May 1, 1859.	How appropriated.
Chilmark, . .	\$43 33	\$17 50	\$700 00	1	1	1	1	1	1	1	1	40	\$40 00	\$28 91	Schools.
Edgartown, . .	50 00	20 50	2,000 00	1	1	1	1	1	1	1	1	123	353 00	75 23	"
Tisbury, . .	43 00	19 00	2,000 00	1	1	1	1	1	1	39	4	200	300 00	79 95	"
Totals, . .	\$45 44	\$19 00	\$4,700 00	1	\$5,000 00	\$250 00	1	1	39	\$350 00	11	363	\$693 00	\$184 09	

NANTUCKET COUNTY—CONTINUED.

Nantucket, . .	\$92 50	\$24 70	\$10,175 00	1	\$25,000 00	\$1,450 00	-	1	60	\$351 00	4	68	\$620 00	\$253 17	Schools.
----------------	---------	---------	-------------	---	-------------	------------	---	---	----	----------	---	----	----------	----------	----------

RECAPITULATION.

COUNTIES.	Population—United States Census, 1860.	Valuation—1860.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Persons between 5 and 15 years of age May 1, 1860.	No. of Teachers, including Summer and Winter Terms.		Average length of Schools.	Average wages of Male Teachers per month, including the value of board.
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.		
Suffolk, . . .	192,678	\$320,000,000 00	311	27,888	28,858	25,797	25,276	1,441	1,449	35,146	118	999	10.14	\$89 48
Essex, . . .	165,611	84,637,837 00	485	27,230	27,412	20,845	21,328	807	2,295	30,633	207	971	9.06	50 35
Middlesex, . .	216,352	135,458,009 00	673	40,981	41,141	30,019	31,133	1,813	4,471	38,356	288	1,396	8.13	56 65
Worcester, . .	159,650	75,412,160 00	735	28,717	30,168	22,205	24,006	1,945	4,912	30,617	315	1,205	6.14	40 11
Hampshire, . .	37,822	17,737,649 00	247	6,205	6,784	4,744	5,430	299	913	7,108	88	390	6.10	27 13
Hampden, . .	57,366	26,252,663 00	279	9,409	9,622	7,008	7,548	394	1,183	9,968	97	501	7.09	32 77
Franklin, . .	31,434	12,448,961 00	264	5,840	6,894	4,730	5,636	341	1,298	6,547	87	429	5.18	27 91
Berkshire, . .	55,120	24,186,962 00	296	9,388	9,896	6,563	7,033	599	1,164	11,397	137	449	7.07	26 29
Norfolk, . . .	109,950	86,800,899 00	410	20,498	20,174	16,624	16,597	744	1,730	20,740	169	731	9.15	60 57
Bristol, . . .	93,794	66,294,256 00	342	16,273	16,855	12,412	13,501	661	1,986	18,567	163	720	7.07	42 49
Plymouth, . .	64,758	29,160,937 00	301	11,778	11,992	9,297	9,682	751	1,636	12,699	135	481	7.11	35 08
Barnstable,* .	35,990	12,621,201 00	184	6,733	8,340	4,900	6,414	294	1,572	7,765	98	288	7.09	41 13
Dukes, . . .	4,403	2,908,194 00	22	855	934	712	726	15	119	892	17	36	5.17	45 44
Nantucket, . .	6,094	3,875,598 00	12	991	940	858	725	—	172	1,045	8	42	9.18	92 50
Totals, . . .	1,231,022	\$897,795,326 00	4,561	212,786	220,010	166,714	175,035	10,104	24,900	231,480	1,927	8,638	8.00	\$47 71

* Including Marshpee District.

RECAPITULATION—CONTINUED.

COUNTIES.	Average wages of Female Teachers, per month, including the value of board.	Amount raised by taxes for Schools, including only the wages of Teachers, board, fuel and care of fires, for the school-year 1860-61.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as appropriated to Schools, that may be so appropriated or not.	Incorporated Academies.	Average No. of Scholars in incorporated Acad's.	Aggregate paid for Tuition in incorporated Academies.	Unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Academies and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1860, according to No. children between 5 and 15 May 1, 1859.
Suffolk, . . .	\$30 07	\$338,843 93	—	\$6,250 00	\$367 00	\$1,277 56	—	—	\$11,485 00	62	2,072	\$168,328 00	\$6,428 19
Essex, . . .	20 27	178,090 68	\$82 00	200,485 00	11,667 16	—	8	517	\$11,485 00	92	3,414	23,185 75	6,029 87
Middlesex, . .	21 60	289,378 99	524 20	114,610 16	6,321 46	92 63	8	327	16,630 00	79	1,986	45,880 00	7,567 37
Worcester, . .	19 22	144,283 41	1,556 60	60,888 67	3,648 30	665 02	8	326	7,050 00	75	1,753	15,476 10	6,064 31
Hampshire, . .	16 53	30,700 00	4,069 96	30,055 54	1,922 33	389 58	5	578	6,200 00	24	496	7,440 00	1,439 51
Hampden, . . .	15 80	51,053 45	4,504 21	68,477 90	4,187 46	1,196 24	4	392	12,800 00	23	355	3,241 00	2,039 13
Franklin, . . .	15 30	25,385 00	5,458 86	25,251 99	1,715 11	565 61	5	117	1,340 00	26	675	5,875 25	1,378 83
Berkshire, . .	15 39	34,491 72	10,147 34	19,089 68	1,082 32	635 42	7	281	6,755 00	53	1,064	20,239 00	2,360 68
Norfolk, . . .	23 82	173,430 68	75 00	184,390 32	11,180 92	602 49	3	84	1,963 00	63	1,563	31,150 00	4,147 77
Bristol, . . .	19 95	105,134 57	1,465 57	41,276 66	2,024 14	797 53	4	238	11,910 00	52	998	14,547 00	3,724 85
Plymouth, . .	19 62	58,733 83	1,290 75	54,577 35	3,059 35	409 00	5	326	5,395 00	43	771	7,228 33	2,584 02
Barnstable,* .	18 05	31,547 50	1,796 52	16,158 13	1,028 98	431 36	4	140	2,150 00	31	823	5,630 00	1,605 36
Dukes, . . .	19 00	4,700 00	—	5,000 00	250 00	—	1	39	350 00	11	363	693 00	184 09
Nantucket, . .	24 70	10,175 00	—	25,000 00	1,450 00	—	1	60	351 00	4	68	620 00	253 17
Totals, . . .	\$19 95	\$1,475,948 76	\$30,971 01	\$851,511 40	\$49,904 53	\$7,062 44	63	3,425	\$84,379 00	638	16,401	\$349,533 43	\$45,807 15

* Including Marshpee District.

GRADUATED TABLES—FIRST SERIES.

The following Table shows the sums appropriated by the several cities and towns in the State, for the education of each child between 5 and 15 years of age. The income of the Surplus Revenue and of other funds held in a similar way, when appropriated to schools, is added to the sum raised by taxes, and these sums constitute the amount reckoned as appropriations. The income of such School Funds as were given and are held on the express condition that their income shall be appropriated to schools, is not included. Such an appropriation of their income, being necessary to retaining the funds, is no evidence of the liberality of those holding the trust. But if a town appropriates the income of any Fund to its Public Schools which may be so appropriated or not, at the option of the voters, or when the town has a legal right to use such income in defraying its ordinary expenses, then such an appropriation is as really a contribution to Common Schools as an equal sum raised by taxes. On this account the Surplus Revenue, and sometimes other funds, are to be distinguished from Local School Funds, as generally held. The income of the one *may* be appropriated to schools or not, at the pleasure of the town; the income of the other *must* be appropriated to schools by the condition of the donation. Funds of the latter kind are usually donations made to furnish means of education in addition to those provided by a reasonable taxation. Committees are expected, in their annual returns, to make this distinction in relation to School Funds.

Voluntary contributions are not included in the amount which is divided, in order to ascertain the sum appropriated to each child. In many towns such contributions, however liberal, are not permanent, and cannot be relied upon as a stated provision. They are often raised and applied to favor particular districts or schools, or classes of scholars, and not to benefit equally all that attend the Public Schools. Besides, the value of board and fuel gratuitously furnished is determined by the mere estimate of individuals, and is therefore uncertain; while the amount raised by taxes, being in money, has a fixed and definite value, and is a matter of record. Still, the contributions voluntarily made are exhibited in a separate column of the Table, as necessary to a complete statement of the provision made by the towns for the education of their children.

The Table exhibits the rank of each city or town in the State, in respect to its liberality in the appropriation of money to its schools, as compared with other cities and towns for the year 1860-61, also, its rank in a similar scale for 1859-60. It presents the sum appropriated to each child between 5 and 15. Brookline again stands first on the list.

GRADUATED TABLES—FIRST SERIES.

*Table, showing the comparative amount of Money appropriated by the different Towns in the State, for the education of each Child in the Town, between the ages of 5 and 15 years.**

For 1859-60.	For 1860-61.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	BROOKLINE, .	\$22 18.6	\$15,375 00	-	-	693	-
3	2	Nahant, . . .	19 29.6	1,370 00	-	-	71	-
2	3	Belmont, . . .	15 46.4	3,000 00	-	-	194	-
5	4	Dorchester, . .	13 89.7	24,000 00	-	-	1,727	-
4	5	West Roxbury, .	13 24.9	12,600 00	-	-	951	-
6	6	Somerville, . .	11 04.4	16,500 00	-	-	1,494	-
9	7	Chelsea, . . .	10 63.4	24,267 00	-	-	2,282	-
21	8	N. Chelsea, . .	10 60.6	1,400 00	-	-	132	-
23	9	Lexington, . .	10 55.9	3,400 00	-	-	322	-
11	10	Dedham, . . .	10 30	12,195 00	-	-	1,184	-
14	11	Charlestown, .	10 20.3	42,791 33	-	-	4,194	-
13	12	Roxbury, . . .	10 19.7	48,810 58	-	-	4,787	-
16	13	Nantucket, . .	9 73.7	10,175 00	-	-	1,045	-
7	14	New Bedford, .	9 64.1	36,732 88	-	-	3,810	-
8	15	Boston, . . .	9 56.9	312,351 93	-	-	32,641	-
17	16	Brighton, . . .	9 53.1	6,233 44	-	-	654	-
10	17	Newton, . . .	9 38.3	14,000 00	-	-	1,492	-
19	18	Milton, . . .	9 18.2	5,500 00	-	-	599	-
32	19	Winthrop, . . .	9 06.6	825 00	-	-	91	-
49	20	Swampscott, . .	8 91.5	2,300 00	-	-	258	-
20	21	Winchester, . .	8 33.3	3,500 00	-	-	420	-
15	22	Lowell, . . .	8 26.6	47,000 00	-	-	5,686	-
24	23	Lincoln, . . .	8 26.4	1,000 00	-	-	121	-
18	24	Cambridge, . .	8 22.7	40,238 99	-	-	4,891	-
12	25	Medford, . . .	8 21.8	7,725 00	-	-	940	-
25	26	Malden, . . .	7 99.3	9,000 00	-	-	1,126	-
22	27	Lynn, . . .	7 85.4	28,414 45	-	-	3,618	-
27	28	Plymouth, . . .	7 82.5	10,000 00	-	-	1,278	-
36	29	Watertown, . .	7 82.5	4,750 00	-	-	607	\$175 00
26	30	Fairhaven, . . .	7 68.2	5,500 00	-	-	716	-
35	31	Springfield, . .	7 53.8	18,500 00	\$135 00	18,635 00	2,472	-
54	32	Chicopee, . . .	7 47.4	7,995 00	600 01	8,591 01	1,150	-
51	33	Framingham, . .	7 34.9	5,600 00	-	-	720	20 40

* Compare the rank of towns in this Table with their rank in the next or Second Series of Tables, showing the percentage of taxable property appropriated for Schools.

For 1859-60.	For 1860-61.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
41	34	Weston, . . .	\$7 33.8	\$1,585 00	-	-	216	-
92	35	Lancaster, . .	7 29.9	2,000 00	-	-	274	-
33	36	South Danvers,	7 24.7	9,034 75	\$335 17	\$9,369 92	1,293	-
31	37	Littleton, . .	7 18.4	1,250 00	-	-	174	-
*	38	Acushnet, . .	7 14.3	2,000 00	-	-	280	-
37	39	Dunstable, . .	7 14.3	500 00	-	-	70	\$32 00
46	40	South Reading,	7 10.7	4,300 00	-	-	605	-
42	41	Waltham, . .	7 05.2	7,800 00	-	-	1,106	-
86	42	Hull,	6 95.3	312 90	-	-	45	-
45	43	Danvers, . .	6 87.3	6,600 00	300 00	6,900 00	1,004	-
30	44	W. Cambridge,	6 86.5	3,213 00	-	-	468	-
34	45	Melrose, . . .	6 79.1	3,510 73	-	-	517	-
28	46	Concord, . .	6 73.5	3,300 00	-	-	490	-
47	47	Kingston, . .	6 73.4	2,000 00	-	-	297	-
39	48	Longmeadow, .	6 72.1	1,650 00	23 50	1,673 50	249	120 00
38	49	Lawrence, . .	6 62.3	21,000 00	-	-	3,171	-
40	50	Harvard, . .	6 60.4	1,802 97	-	-	273	-
29	51	Worcester, . .	6 60.4	31,858 50	-	-	4,824	100 00
62	52	Walpole, . .	6 59.3	2,400 00	-	-	364	-
48	53	Stoneham, . .	6 59.1	3,500 00	-	-	531	-
43	54	Salem, . . .	6 48.2	23,878 67	-	-	3,684	-
53	55	Quincy, . . .	6 37.4	9,000 00	-	-	1,412	-
52	56	South Hadley, .	6 31.3	2,500 00	-	-	396	50 00
81	57	Granby, . . .	6 28.9	1,000 00	-	-	159	24 00
105	58	Groton, . . .	6 27.2	3,500 00	-	-	558	-
44	59	Tyngsborough,	6 25	700 00	-	-	112	-
125	60	Tewksbury, . .	6 14	1,400 00	-	-	228	-
59	61	Haverhill, . .	6 09.6	9,500 00	521 18	10,021 18	1,644	-
67	62	Greenfield, . .	5 93.8	3,600 00	123 01	3,723 01	627	1,000 00
57	63	Clinton, . . .	5 93.6	4,006 85	-	-	675	-
72	64	Marblehead, .	5 92.4	7,500 00	-	-	1,266	-
63	65	Lakeville, . .	5 91.1	1,200 00	-	-	203	-
58	66	Lynnfield, . .	5 88.2	900 00	-	-	153	-
169	67	Wayland, . .	5 88.2	1,400 00	-	-	238	155 80
61	68	Southborough, .	5 86.5	2,000 00	-	-	341	71 62
68	69	Bedford, . . .	5 84.3	1,000 00	92 63	1,092 63	187	-
60	70	Sherborn, . .	5 83.3	1,400 00	-	-	240	-
70	71	Woburn, . . .	5 81.8	6,761 00	-	-	1,162	-
64	72	Northampton, .	5 80.5	7,500 00	-	-	1,292	-
89	73	Warren, . . .	5 79.7	2,000 00	-	-	345	-
50	74	Barre,	5 78	3,000 00	-	-	519	-
99	75	Boxborough, .	5 74.7	500 00	-	-	87	-
55	76	Hingham, . .	5 70	4,770 00	-	-	837	-
56	77	Greenwich, . .	5 69.1	700 00	-	-	123	-
220	78	Rutland, . . .	5 69	1,325 84	-	-	233	-
101	79	Ipswich, . . .	5 68.8	3,100 00	-	-	545	-
194	80	Weymouth, . .	5 67.4	8,500 00	-	-	1,498	10 00
69	81	Fitchburg, . .	5 63.1	7,450 00	-	-	1,323	-

* Newly incorporated.

SCHOOL RETURNS.

xlv

For 1859-60.	For 1860-61.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
75	82	Uxbridge, . .	\$5 62.9	\$2,600 00	\$220 00	\$2,820 00	501	-
93	83	Bradford, . .	5 61.8	1,500 00	-	-	267	-
227	84	Whately, . .	5 61.8	1,000 00	-	-	178	\$112 75
87	85	Burlington, . .	5 56.1	545 00	-	-	98	-
111	86	Cohasset, . .	5 55.6	2,100 00	-	-	378	-
77	87	Reading, . .	5 55.5	3,000 00	-	-	540	-
94	88	Orleans, . .	5 53.9	1,900 00	-	-	343	-
151	89	Saugus, . .	5 52.9	2,300 00	-	-	415	-
106	90	Leicester, . .	5 49.2	2,900 00	-	-	528	100 00
74	91	Edgartown, . .	5 47.9	2,000 00	-	-	365	-
82	92	Deerfield, . .	5 47	3,435 00	-	-	628	320 00
83	93	Methuen, . .	5 44.7	2,500 00	-	-	459	-
107	94	Hatfield, . .	5 43.5	1,250 00	-	-	230	140 53
80	95	Westborough, . .	5 30.6	2,600 00	-	-	490	-
162	96	Swansey, . .	5 30.2	1,389 00	-	-	262	72 00
78	97	Carlisle, . .	5 28.5	650 00	-	-	123	-
244	98	Chilmark, . .	5 26.3	700 00	-	-	133	-
84	99	Georgetown, . .	5 24.7	1,999 00	-	-	381	-
139	100	Rochester, . .	5 24	1,200 00	-	-	229	129 00
109	101	Gloucester, . .	5 21.6	11,851 61	-	-	2,272	-
116	102	Holyoke, . .	5 20.5	3,800 00	-	-	730	200 00
117	103	North Andover, . .	5 20.4	2,300 00	-	-	442	62 00
104	104	Upton, . .	5 20.2	1,800 00	-	-	346	-
66	105	Essex, . .	5 19	1,500 00	-	-	289	-
65	106	Beverly, . .	5 18.1	6,000 00	-	-	1,158	-
143	107	Lunenburg, . .	5 15	1,200 00	-	-	233	-
178	108	Foxborough, . .	5 13.3	2,500 00	-	-	487	-
120	109	Hadley, . .	5 11.4	1,800 00	-	-	352	-
208	110	Ashby, . .	5 10.2	1,000 00	-	-	196	-
185	111	Shrewsbury, . .	5 09.5	1,498 00	-	-	294	14 50
100	112	Holliston, . .	5 08.2	3,400 00	-	-	669	36 00
212	113	Tisbury, . .	5 07.6	2,000 00	-	-	394	-
264	114	Hamilton, . .	5 06.3	800 00	-	-	158	-
149	115	N. Brookfield, . .	5 03.6	2,800 00	-	-	556	-
85	116	Canton, . .	4 98.4	3,200 00	-	-	642	65 00
218	117	Braintree, . .	4 97.1	3,400 00	-	-	684	-
76	118	Fall River, . .	4 96.7	16,000 00	-	-	3,221	-
112	119	Northborough, . .	4 96.2	1,300 00	-	-	262	-
157	120	Leominster, . .	4 96.1	3,323 67	-	-	670	-
121	121	Attleborough, . .	4 94.9	6,012 69	-	-	1,215	-
88	122	Sharon, . .	4 92.5	1,200 00	120 00	1,320 00	268	-
97	123	South Scituate, . .	4 88.5	1,700 00	-	-	348	20 00
96	124	Westfield, . .	4 87	4,500 00	-	-	924	375 00
118	125	Middleborough, . .	4 86.5	4,500 00	-	-	925	156 00
90	126	Templeton, . .	4 85.8	2,400 00	-	-	494	-
95	127	Natick, . .	4 81.8	4,500 00	-	-	934	-
122	128	Randolph, . .	4 81.5	6,000 00	-	-	1,246	-
133	129	Needham, . .	4 81.3	2,700 00	-	-	561	-
110	130	Newburyport, . .	4 79.2	12,632 46	-	-	2,636	-

For 1859-60.	For 1860-61.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
119	131	Chatham, . .	\$4 78.5	\$3,000 00	-	-	627	-
130	132	Barnstable, . .	4 74.4	5,000 00	-	-	1,054	\$85 00
115	133	Erving, . . .	4 73.7	500 00	\$44 74	\$544 74	115	-
153	134	Lee,	4 72.8	4,198 72	-	-	888	-
123	135	Taunton, . .	4 71.9	14,000 00	-	-	2,967	-
202	136	Hopkinton, . .	4 68.9	3,221 50	-	-	687	-
103	137	Wrentham, . .	4 67.7	2,750 00	341 86	3,091 86	661	-
195	138	Amesbury, . .	4 67.6	3,100 00	-	-	663	-
167	139	Carver, . . .	4 67.3	1,000 00	-	-	214	350 50
146	140	Medway, . . .	4 66.4	2,500 00	-	-	536	-
71	141	Yarmouth, . .	4 66.4	2,500 00	-	-	536	-
161	142	Billerica, . .	4 66.3	1,800 00	-	-	386	-
79	143	Dracut, . . .	4 66.2	1,613 00	-	-	346	45 00
124	144	Duxbury, . .	4 65.6	2,000 00	249 00	2,249 00	483	-
102	145	Hardwick, . .	4 61.5	1,500 00	-	-	325	108 00
158	146	Hawley, . . .	4 58	600 00	-	-	131	350 00
108	147	Wilmington, .	4 57.3	750 00	-	-	164	5 00
156	148	Acton,	4 57	1,700 00	-	-	372	-
254	149	Enfield, . . .	4 56.6	1,000 00	-	-	219	-
168	150	Bellingham, .	4 56.1	1,100 00	140 63	1,240 63	272	-
150	151	Marlborough, .	4 55.9	4,500 00	-	-	987	-
174	152	Manchester, .	4 55.8	1,700 00	-	-	373	-
144	153	Oxford,	4 55.4	2,500 00	-	-	549	51 00
219	154	Ashland, . . .	4 55.2	1,321 00	-	-	290	-
131	155	Provincetown, .	4 55.2	3,000 00	-	-	659	-
205	156	Plainfield, . .	4 54.5	450 00	-	-	99	-
172	157	Dover,	4 54.5	700 00	-	-	154	-
140	158	Bridgewater, .	4 53.9	3,000 00	-	-	661	300 00
204	159	Bolton,	4 51.6	1,287 10	-	-	285	-
193	160	Grafton, . . .	4 50.7	3,980 00	-	-	883	-
138	161	Pembroke, . .	4 49.6	1,000 00	160 00	1,160 00	258	-
179	162	Andover, . . .	4 48.7	3,500 00	-	-	780	20 00
128	163	Eastham, . . .	4 48.3	659 00	-	-	147	-
206	164	Spencer, . . .	4 47.8	2,400 00	-	-	536	-
159	165	Hanover, . . .	4 47	1,350 00	-	-	302	-
240	166	Ashfield, . . .	4 46.4	1,000 00	-	-	224	320 00
230	167	Middleton, . .	4 45.5	900 00	-	-	202	-
135	168	Sudbury, . . .	4 45.1	1,420 00	-	-	319	-
113	169	Athol,	4 44.4	2,400 00	-	-	540	6 00
184	170	Paxton,	4 43.6	600 00	29 93	629 93	142	-
191	171	Dartmouth, . .	4 43	3,500 00	-	-	790	140 00
171	172	North Reading,	4 42.5	1,000 00	-	-	226	25 00
257	173	Scituate, . . .	4 41.5	2,000 00	-	-	453	11 50
152	174	Winchendon, .	4 39.1	2,200 00	-	-	501	-
192	175	Freetown, . . .	4 38.6	1,500 00	-	-	342	-
129	176	Stoughton, . .	4 37.7	4,500 00	-	-	1,028	-
160	177	New Salem, .	4 36.7	1,000 00	-	-	229	-
134	178	Westford, . . .	4 36.1	1,400 00	-	-	321	-
170	179	Chelmsford, .	4 34.8	2,000 00	-	-	460	-

SCHOOL RETURNS.

xlvi

For 1859-60.	For 1860-61.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
198	180	Sutton, . . .	\$4 32.9	\$2,000 00	-	-	462	-
98	181	Seekonk, . . .	4 32.6	1,700 00	\$264 00	\$1,964 00	454	\$125 00
255	182	Warwick, . . .	4 32.4	800 00	-	-	185	-
222	183	Wellfleet, . . .	4 31	2,200 00	110 00	2,310 00	536	-
142	184	Falmouth, . . .	4 30.7	2,000 00	321 36	2,321 36	539	316 00
209	185	Stow, . . .	4 29.4	1,400 00	-	-	326	-
147	186	Sterling, . . .	4 28.6	1,500 00	-	-	350	100 00
137	187	Mendon, . . .	4 28.5	1,000 00	127 09	1,127 09	263	-
186	188	Hubbardston, . . .	4 28	1,528 00	-	-	357	-
114	189	Brimfield, . . .	4 27	1,200 00	-	-	281	-
214	190	Boxford, . . .	4 26.2	900 00	46 21	946 21	222	-
132	191	Medfield, . . .	4 25.5	800 00	-	-	188	-
176	192	Chesterfield, . . .	4 24.2	700 00	-	-	165	440 00
197	193	Phillipston, . . .	4 21.7	700 00	-	-	166	-
91	194	New Braintree, . . .	4 21.1	800 00	-	-	190	-
231	195	Raynham, . . .	4 19.4	1,300 00	-	-	310	12 10
155	196	Millbury, . . .	4 18.5	2,900 00	-	-	693	-
163	197	Ware, . . .	4 17.8	3,100 00	-	-	742	-
164	198	Webster, . . .	4 17.4	2,400 00	-	-	575	-
188	199	Heath, . . .	4 16.7	600 00	-	-	144	315 50
177	200	Sunderland, . . .	4 16.7	850 00	-	-	204	42 00
148	201	Wilbraham, . . .	4 15.5	1,600 00	28 57	1,628 57	392	145 15
187	202	Sandwich, . . .	4 14.9	4,000 00	-	-	964	77 00
154	203	Abington, . . .	4 11	7,000 00	-	-	1,703	-
141	204	Westhampton, . . .	4 09.8	500 00	-	-	122	161 00
225	205	Pawtucket, . . .	4 09.4	3,500 00	-	-	855	286 67
299	206	E. Bridgewater, . . .	4 09.2	2,500 00	-	-	611	100 00
236	207	Princeton, . . .	4 08.6	1,025 00	-	-	251	20 00
183	208	Halifax, . . .	4 07	700 00	-	-	172	-
320	209	Florida, . . .	4 06.5	500 00	-	-	123	118 00
239	210	Montgomery, . . .	4 05.4	300 00	-	-	74	137 75
173	211	Cummington, . . .	4 04.5	600 00	152 52	752 52	186	342 00
217	212	Newbury, . . .	4 03.5	1,150 00	-	-	285	-
210	213	Berkley, . . .	4 02	800 00	-	-	199	51 00
73	214	Brewster, . . .	4 00	1,200 00	-	-	300	-
245	215	Worthington, . . .	3 99.5	600 00	146 98	746 98	187	714 25
211	216	Hanson, . . .	3 98.4	1,000 00	-	-	251	-
182	217	Milford, . . .	3 94.5	7,000 00	-	-	1,775	15 00
207	218	W. Brookfield, . . .	3 94.3	1,100 00	-	-	279	-
260	219	Oakham, . . .	3 93.3	700 00	-	-	178	59 50
221	220	Norton, . . .	3 92.7	1,500 00	-	-	382	-
314	221	Rehoboth, . . .	3 92.7	1,500 00	139 35	1,639 35	418	136 00
200	222	Petersham, . . .	3 89.6	1,200 00	-	-	308	-
180	223	Goshen, . . .	3 88.9	350 00	-	-	90	350 00
258	224	Somerset, . . .	3 88.9	1,400 00	-	-	360	-
309	225	Holden, . . .	3 88.7	1,597 48	-	-	411	-
279	226	Gill, . . .	3 87.1	600 00	-	-	155	172 00
175	227	Auburn, . . .	3 84.6	600 00	-	-	156	40 00
126	228	Belchertown, . . .	3 84.6	2,000 00	-	-	520	250 00

For 1859-60.	For 1860-61.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
266	229	Wareham, . . .	\$3 84.6	\$2,800 00	-	-	728	-
201	230	Gardner, . . .	3 83.9	2,000 00	-	-	521	-
233	231	Monson, . . .	3 83.8	1,800 00	-	-	469	\$329 26
213	232	Townsend, . . .	3 83.7	1,600 00	-	-	417	30 00
145	233	Middlefield, . .	3 83.2	500 00	\$90 08	\$590 08	154	500 00
310	234	Leyden, . . .	3 81.4	450 00	-	-	118	363 00
190	235	Franklin, . . .	3 80.9	1,500 00	-	-	420	-
226	236	Sandisfield, . .	3 78.5	1,000 00	200 00	1,200 00	317	822 00
215	237	W. Bridgewater	3 77.4	1,400 00	-	-	371	-
243	238	Tyringham, . .	3 75	600 00	-	-	160	170 00
232	239	Westport, . . .	3 74.5	2,000 00	284 18	2,284 18	610	400 00
265	240	Northfield, . .	3 72.4	1,200 00	66 00	1,266 00	340	-
250	241	Easthampton, .	3 71.5	1,200 00	-	-	323	50 00
229	242	Rockport, . . .	3 71	2,500 00	75 00	2,575 00	694	-
224	243	Agawam, . . .	3 71	1,128 00	-	-	304	160 00
166	244	Montague, . . .	3 70.8	1,200 00	172 00	1,372 00	370	180 00
127	245	Shirley, . . .	3 70.4	1,000 00	-	-	270	-
165	246	Marshfield, . .	3 70.1	1,400 00	-	-	378	-
242	247	Dighton, . . .	3 69	1,200 00	110 00	1,310 00	355	27 80
238	248	Ashburnham, . .	3 68.8	1,700 00	-	-	461	20 00
294	249	Wendell, . . .	3 67.6	500 00	-	-	136	-
280	250	Monterey, . . .	3 65.4	550 00	104 13	654 13	179	332 00
288	251	Egremont, . . .	3 64.6	700 00	-	-	192	403 25
216	252	Charlton, . . .	3 64.1	1,500 00	-	-	412	-
241	253	Truro, . . .	3 64.1	1,500 00	-	-	412	-
234	254	Orange, . . .	3 63.6	1,200 00	-	-	330	-
272	255	Mattapoisett, .	3 62.3	1,000 00	-	-	276	18 75
298	256	Pepperell, . . .	3 60.4	1,200 00	-	-	333	-
276	257	Northbridge, . .	3 59.7	2,000 00	-	-	556	-
253	258	Plympton, . . .	3 58.7	800 00	-	-	223	205 00
252	259	Dalton, . . .	3 57.1	800 00	-	-	224	121 00
284	260	Easton, . . .	3 54.5	2,102 00	-	-	593	200 00
251	261	Wenham, . . .	3 54	800 00	-	-	226	-
321	262	Palmer, . . .	3 52.6	2,800 00	-	-	794	2 10
247	263	Southbridge, . .	3 51.2	2,700 00	-	-	766	131 47
281	264	Groveland, . . .	3 51.1	912 89	-	-	260	-
249	265	Mansfield, . . .	3 50	1,498 00	-	-	428	15 00
203	266	Boylston, . . .	3 48.8	600 00	-	-	172	18 00
293	267	Russell, . . .	3 47.8	400 00	-	-	115	704 45
223	268	Pittsfield, . . .	3 47	6,200 00	-	-	1,784	200 00
311	269	West Newbury, .	3 46.8	1,546 85	-	-	446	-
297	270	Wales, . . .	3 43.3	415 45	-	-	121	-
199	271	Brookfield, . . .	3 42.5	1,500 00	-	-	438	-
181	272	Westminster, . .	3 42.3	1,400 00	-	-	409	10 00
259	273	Conway, . . .	3 40.9	1,250 00	72 89	1,322 89	388	540 00
324	274	Washington, . .	3 37.3	600 00	3 75	603 75	179	276 20
285	275	N. Marlborough,	3 35.4	900 00	327 54	1,227 54	366	297 93
246	276	Sturbridge, . . .	3 34.1	1,500 00	-	-	449	50 00
295	277	Alford, . . .	3 33.3	400 00	-	-	120	45 00

SCHOOL RETURNS.

xlix

For 1859-60.	For 1860-61.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
235	278	Salisbury, . . .	\$3 29.8	\$2,500 00	-	-	758	-
300	279	Berlin, . . .	3 26.1	600 00	-	-	184	-
303	280	Dana, . . .	3 24.3	600 00	-	-	185	-
263	281	Prescott, . . .	3 23.7	450 00	-	-	139	\$96 00
277	282	Otis, . . .	3 22.5	600 00	-	-	186	258 00
313	283	Holland, . . .	3 20.5	250 00	-	-	78	38 00
318	284	Topsfield, . . .	3 18.7	800 00	-	-	251	-
269	285	Huntington, . .	3 18.7	800 00	-	-	251	374 20
317	286	Windsor, . . .	3 17.5	600 00	-	-	189	-
291	287	Shelburne, . . .	3 15.8	900 00	-	-	285	359 00
308	288	Buckland, . . .	3 15.2	1,000 00	\$74 97	\$1,074 97	341	152 00
189	289	Marion, . . .	3 15	600 00	-	-	190	-
286	290	Blandford, . . .	3 12.7	600 00	194 16	794 16	254	375 00
274	291	Dudley, . . .	3 12.5	1,200 00	-	-	384	60 00
267	292	W. Springfield, .	3 09.3	1,200 00	-	-	388	-
262	293	Southampton, .	3 08.4	700 00	-	-	227	-
275	294	Granville, . . .	3 06.6	600 00	185 00	785 00	256	328 00
290	295	Shutesbury, . .	3 06.1	600 00	-	-	196	149 00
196	296	Royalston, . . .	3 05.1	900 00	-	-	295	31 51
273	297	Adams, . . .	3 04.1	3,996 00	-	-	1,314	900 00
270	298	Pelham, . . .	3 03	500 00	-	-	165	66 00
289	299	Harwich, . . .	3 00.5	2,500 00	-	-	832	100 00
307	300	Stockbridge, . .	2 96.3	1,200 00	-	-	405	25 00
271	301	Lanesborough, .	2 95.2	800 00	-	-	271	375 00
315	302	Coleraine, . . .	2 91.5	1,000 00	-	-	341	700 00
306	303	Ludlow, . . .	2 90.9	800 00	-	-	271	332 00
261	304	Peru, . . .	2 89.7	310 00	-	-	107	170 00
228	305	Blackstone, . . .	2 87.7	2,500 00	288 00	2,788 00	969	550 00
248	306	Rowe, . . .	2 87.4	500 00	-	-	174	153 50
319	307	Leverett, . . .	2 85.7	600 00	-	-	210	84 11
301	308	Williamsburg, .	2 84.9	1,000 00	-	-	351	839 23
237	309	Cheshire, . . .	2 82.5	1,000 00	-	-	354	86 00
283	310	Douglas, . . .	2 80.9	1,500 00	-	-	534	-
305	311	Gt. Barrington, .	2 80.5	2,000 00	-	-	713	400 00
282	312	Rowley, . . .	2 77.8	800 00	-	-	288	-
292	313	N. Bridgewater, .	2 77.1	3,500 00	-	-	1,263	-
136	314	Dennis, . . .	2 67.4	2,000 00	-	-	748	1,218 52
304	315	Chester, . . .	2 64.9	800 00	-	-	302	625 00
331	316	Clarksburg, . . .	2 50	200 00	-	-	80	200 00
330	317	Savoy, . . .	2 50	487 50	-	-	195	421 83
296	318	W. Boylston, . .	2 47.1	1,300 00	-	-	526	-
302	319	Charlemont, . .	2 43.9	600 00	-	-	246	-
287	320	Amherst, . . .	2 43.5	1,500 00	-	-	616	-
256	321	Williamstown, .	2 36.7	1,200 00	-	-	507	408 00
328	322	Becket, . . .	2 36	800 00	-	-	339	700 00
278	323	New Ashford, . .	2 32.5	100 00	-	-	43	80 00
312	324	W. Stockbridge, .	3 32.1	800 00	-	-	349	243 75
329	325	Hinsdale, . . .	2 30.8	750 00	-	-	325	443 00
322	326	Richmond, . . .	2 27.3	450 00	-	-	198	364 18

BOARD OF EDUCATION.

For 1859-60.	For 1860-61.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
325	327	Monroe, . . .	\$2 24	\$100 00	\$12 00	\$112 00	50	110 00
327	328	Lenox, . . .	2 23.3	900 00	-	-	403	337 20
316	329	Hancock, . . .	2 22.2	400 00	-	-	180	600 00
323	330	Sheffield, . . .	2 13.1	1,300 00	-	-	610	1,200 00
326	331	Mt. Washington,	1 54.6	150 00	-	-	97	150 00
333	332	Southwick, . .	1 50	315 00	-	-	210	287 00
332	333	Bernardston, .	1 50	300 00	-	-	200	36 00
268		Tolland,* . . .	-	-	-	-	-	-
		Marshpee Dis.,	1 30.1	88 50	-	-	68	-

* No return.

SCHOOL RETURNS.

li

GRADUATED TABLES—FIRST SERIES.

Table, showing the comparative amount of Money appropriated by the different Towns in each of the Counties of the State, for the education of each Child in the Town between the ages of 5 and 15 years.

SUFFOLK COUNTY.

For 1859-60.	For 1860-61.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
2	1	CHELSEA, . .	\$10 63.4	\$24,267 00	-	\$24,267 00	2,282	-
3	2	N. Chelsea, . .	10 60.6	1,400 00	-	1,400 00	132	-
1	3	Boston, . . .	9 56.9	312,351 93	-	312,351 93	32641	-
4	4	Winthrop, . .	9 06.6	825 00	-	825 00	91	-

ESSEX COUNTY.

1	1	NAHANT, . .	\$19 29.6	\$1,370 00	-	\$1,370 00	71	-
7	2	Swampscott, . .	8 91.5	2,300 00	-	2,300 00	258	-
2	3	Lynn, . . .	7 85.4	28,414 45	-	28,414 45	3,618	-
3	4	S. Danvers, . .	7 24.7	9,034 75	\$335 17	9,369 92	1,293	-
6	5	Danvers, . . .	6 87.3	6,600 00	300 00	6,900 00	1,004	-
4	6	Lawrence, . .	6 62.3	21,000 00	-	21,000 00	3,171	-
5	7	Salem, . . .	6 48.2	23,878 67	-	23,878 67	3,684	-
9	8	Haverhill, . .	6 09.6	9,500 00	521 18	10,021 18	1,644	-
12	9	Marblehead, . .	5 92.4	7,500 00	-	7,500 00	1,266	-
8	10	Lynnfield, . .	5 88.2	900 00	-	900 00	153	-
16	11	Ipswich, . . .	5 68.8	3,100 00	-	3,100 00	545	-
15	12	Bradford, . .	5 61.8	1,500 00	-	1,500 00	267	-
20	13	Saugus, . . .	5 52.9	2,300 00	-	2,300 00	416	-
13	14	Methuen, . .	5 44.7	2,500 00	-	2,500 00	459	-
14	15	Georgetown, . .	5 24.7	1,999 00	-	1,999 00	381	-
17	16	Gloucester, . .	5 21.6	11,851 61	-	11,851 61	2,272	-
19	17	N. Andover, . .	5 20.4	2,300 00	-	2,300 00	442	\$62 00
11	18	Essex, . . .	5 19	1,500 00	-	1,500 00	289	-
10	19	Beverly, . . .	5 18.1	6,000 00	-	6,000 00	1,158	-
30	20	Hamilton, . .	5 06.3	800 00	-	800 00	158	-
18	21	Newburyport, . .	4 79.2	12,632 46	-	12,632 46	2,636	-
23	22	Amesbury, . .	4 67.6	3,100 00	-	3,100 00	663	-
21	23	Manchester, . .	4 55.8	1,700 00	-	1,700 00	373	-

BOARD OF EDUCATION.

ESSEX COUNTY—CONTINUED.

For 1859-60.	For 1860-61.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
22	24	Andover, . .	\$4 48.7	\$3,500 00	-	\$3,500 00	780	\$20 00
27	25	Middleton, . .	4 45.5	900 00	-	900 00	202	-
24	26	Boxford, . .	4 26.2	900 00	\$46 21	946 21	222	-
25	27	Newbury, . .	4 03.5	1,150 00	-	1,150 00	285	-
26	28	Rockport, . .	3 71.0	2,500 00	75 00	2,575 00	694	-
29	29	Wenham, . .	3 54	800 00	-	800 00	226	-
31	30	Groveland, . .	3 51.1	912 89	-	912 89	260	-
33	31	W. Newbury, .	3 46.8	1,546 85	-	1,546 85	446	-
28	32	Salisbury, . .	3 29.8	2,500 00	-	2,500 00	758	-
34	33	Topsfield, . .	3 18.7	800 00	-	800 00	251	-
32	34	Rowley, . .	2 77.8	800 00	-	800 00	288	-

MIDDLESEX COUNTY.

1	1	BELMONT, . .	\$15 46.4	\$3,000 00	-	\$3,000 00	194	-
2	2	Somerville, . .	11 04.4	16,500 00	-	16,500 00	1,494	-
10	3	Lexington, . .	10 55.9	3,400 00	-	3,400 00	322	-
5	4	Charlestown, .	10 20.3	42,791 33	-	42,791 33	4,194	-
7	5	Brighton, . .	9 53.1	6,233 44	-	6,233 44	654	-
3	6	Newton, . .	9 38.3	14,000 00	-	14,000 00	1,492	-
9	7	Winchester, .	8 33.3	3,500 00	-	3,500 00	420	-
6	8	Lowell, . .	8 26.6	47,000 00	-	47,000 00	5,686	-
11	9	Lincoln, . .	8 26.4	1,000 00	-	1,000 00	121	-
8	10	Cambridge, . .	8 22.7	40,238 99	-	40,238 99	4,891	-
4	11	Medford, . .	8 21.8	7,725 00	-	7,725 00	940	-
12	12	Malden, . .	7 99.3	9,000 00	-	9,000 00	1,126	-
17	13	Watertown, . .	7 82.5	4,750 00	-	4,750 00	607	175 00
24	14	Framingham, .	7 34.9	5,600 00	-	5,600 00	720	20 40
19	15	Weston, . .	7 33.8	1,585 00	-	1,585 00	216	-
15	16	Littleton, . .	7 18.4	1,250 00	-	1,250 00	174	-
18	17	Dunstable, . .	7 14.3	500 00	-	500 00	70	32 00
22	18	S. Reading, . .	7 10.7	4,300 00	-	4,300 00	605	-
20	19	Waltham, . .	7 05.2	7,800 00	-	7,800 00	1,106	-
14	20	W. Cambridge,	6 86.5	3,213 00	-	3,213 00	468	-
16	21	Melrose, . .	6 79.1	3,510 73	-	3,510 73	517	-
13	22	Concord, . .	6 73.5	3,300 00	-	3,300 00	490	-
23	23	Stoneham, . .	6 59.1	3,500 00	-	3,500 00	531	-
35	24	Groton, . .	6 27.2	3,500 00	-	3,500 00	558	-
21	25	Tyngsborough,	6 25	700 00	-	700 00	112	-
37	26	Tewksbury, . .	6 14	1,400 00	-	1,400 00	228	-
44	27	Wayland, . .	5 88.2	1,400 00	-	1,400 00	238	155 80
26	28	Bedford, . .	5 84.3	1,000 00	\$92 63	1,092 63	187	-
25	29	Sherborn, . .	5 83.3	1,400 00	-	1,400 00	240	-
27	30	Woburn, . .	5 81.8	6,761 00	-	6,761 00	1,162	-
33	31	Boxborough, .	5 74.7	500 00	-	500 00	87	-

SCHOOL RETURNS.

liii

MIDDLESEX COUNTY—CONTINUED.

For 1859-60.	For 1860-61.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
31	32	Burlington, . .	\$5 56.1	\$545 00	-	\$545 00	98	-
28	33	Reading, . . .	5 55.5	3,000 00	-	3,000 00	540	-
29	34	Carlisle, . . .	5 28.5	650 00	-	650 00	123	-
48	35	Ashby,	5 10.2	1,000 00	-	1,000 00	196	-
34	36	Holliston, . . .	5 08.2	3,400 00	-	3,400 00	669	\$36 00
32	37	Natick,	4 81.8	4,500 00	-	4,500 00	934	-
47	38	Hopkinton, . . .	4 68.9	3,221 50	-	3,221 50	687	-
43	39	Billerica, . . .	4 66.3	1,800 00	-	1,800 00	386	-
30	40	Dracut,	4 66.2	1,613 00	-	1,613 00	346	45 00
36	41	Wilmington, . .	4 57.3	750 00	-	750 00	164	5 00
42	42	Acton,	4 57	1,700 00	-	1,700 00	372	-
41	43	Marlborough, . .	4 55.9	4,500 00	-	4,500 00	987	-
51	44	Ashland,	4 55.2	1,321 00	-	1,321 00	290	-
40	45	Sudbury,	4 45.1	1,420 00	-	1,420 00	319	-
46	46	N. Reading, . . .	4 42.5	1,000 00	-	1,000 00	226	25 00
39	47	Westford, . . .	4 36.1	1,400 00	-	1,400 00	321	-
45	48	Chelmsford, . . .	4 34.8	2,000 00	-	2,000 00	460	-
49	49	Stow,	4 29.4	1,400 00	-	1,400 00	326	-
50	50	Townsend,	3 83.7	1,600 00	-	1,600 00	417	30 00
38	51	Shirley,	3 70.4	1,000 00	-	1,000 00	270	-
52	52	Pepperell, . . .	3 60.4	1,200 00	-	1,200 00	333	-

WORCESTER COUNTY.

12	1	LANCASTER, . .	\$7 29.9	\$2,000 00	-	\$2,000 00	274	-
2	2	Harvard,	6 60.42	1,802 97	-	1,802 97	273	-
1	3	Worcester, . . .	6 60.41	31,858 50	-	31,858 50	4,824	100 00
4	4	Clinton,	5 93.6	4,006 85	-	4,006 85	675	-
5	5	Southborough, . .	5 86.5	2,000 00	-	2,000 00	341	71 62
9	6	Warren,	5 79.7	2,000 00	-	2,000 00	345	-
3	7	Barre,	5 78	3,000 00	-	3,000 00	519	-
45	8	Rutland,	5 69	1,325 84	-	1,325 84	233	-
6	9	Fitchburg,	5 63.1	7,450 00	-	7,450 00	1,323	-
7	10	Uxbridge,	5 62.9	2,600 00	\$220 00	2,820 00	501	-
15	11	Leicester,	5 49.2	2,900 00	-	2,900 00	528	100 00
8	12	Westborough, . .	5 30.6	2,600 00	-	2,600 00	490	-
14	13	Upton,	5 20.2	1,800 00	-	1,800 00	346	-
19	14	Lunenburg, . . .	5 15	1,200 00	-	1,200 00	233	-
31	15	Shrewsbury, . . .	5 09.5	1,498 00	-	1,498 00	294	14 50
22	16	Brookfield, . . .	5 03.6	2,800 00	-	2,800 00	556	-
16	17	Northborough, . .	4 96.2	1,300 00	-	1,300 00	262	-
25	18	Leominster, . . .	4 96.1	3,323 67	-	3,323 67	670	-
10	19	Templeton, . . .	4 85.8	2,400 00	-	2,400 00	494	-
13	20	Hardwick,	4 61.5	1,500 00	-	1,500 00	325	108 00
20	21	Oxford,	4 55.4	2,500 00	-	2,500 00	549	51 00

BOARD OF EDUCATION.

WORCESTER COUNTY—CONTINUED.

For 1859-60.	For 1860-61.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
41	22	Bolton, . . .	\$4 51.6	\$1,287 10	-	\$1,287 10	285	-
33	23	Grafton, . . .	4 50.7	3,980 00	-	3,980 00	883	-
42	24	Spencer, . . .	4 47.8	2,400 00	-	2,400 00	536	-
17	25	Athol, . . .	4 44.4	2,400 00	-	2,400 00	540	\$6 00
30	26	Paxton, . . .	4 43.6	600 00	\$29 93	629 93	142	-
23	27	Winchendon, .	4 39.1	2,200 00	-	2,200 00	501	-
36	28	Sutton, . . .	4 32.9	2,000 00	-	2,000 00	462	-
21	29	Sterling, . . .	4 28.6	1,500 00	-	1,500 00	350	100 00
18	30	Mendon, . . .	4 28.5	1,000 00	127 09	1,127 09	263	-
32	31	Hubbardston, .	4 28	1,528 00	-	1,528 00	357	-
35	32	Phillipston, . .	4 21.7	700 00	-	700 00	166	-
11	33	New Braintree,	4 21.1	800 00	-	800 00	190	-
24	34	Millbury, . . .	4 18.5	2,900 00	-	2,900 00	693	-
26	35	Webster, . . .	4 17.4	2,400 00	-	2,400 00	575	-
47	36	Princeton, . . .	4 08.6	1,025 00	-	1,025 00	251	20 00
29	37	Milford, . . .	3 94.5	7,000 00	-	7,000 00	1,775	15 00
43	38	W. Brookfield,	3 94.3	1,100 00	-	1,100 00	279	-
51	39	Oakham, . . .	3 93.3	700 00	-	700 00	178	59 50
38	40	Petersham, . . .	3 89.6	1,200 00	-	1,200 00	308	-
58	41	Holden, . . .	3 88.7	1,597 48	-	1,597 48	411	-
27	42	Auburn, . . .	3 84.6	600 00	-	600 00	156	40 00
39	43	Gardner, . . .	3 83.9	2,000 00	-	2,000 00	521	-
48	44	Ashburnham, . .	3 68.8	1,700 00	-	1,700 00	461	20 00
44	45	Charlton, . . .	3 64.1	1,500 00	-	1,500 00	412	-
53	46	Northbridge, . .	3 59.7	2,000 00	-	2,000 00	556	-
50	47	Southbridge, . .	3 51.2	2,700 00	-	2,700 00	766	131 47
40	48	Boylston, . . .	3 48.8	600 00	-	600 00	172	18 00
37	49	Brookfield, . . .	3 42.5	1,500 00	-	1,500 00	438	-
28	50	Westminster, . .	3 42.3	1,400 00	-	1,400 00	409	10 00
49	51	Sturbridge, . . .	3 34.1	1,500 00	-	1,500 00	449	50 00
56	52	Berlin, . . .	3 26.1	600 00	-	600 00	184	-
57	53	Dana, . . .	3 24.3	600 00	-	600 00	185	-
52	54	Dudley, . . .	3 12.5	1,200 00	-	1,200 00	384	60 00
34	55	Royalston, . . .	3 05.1	900 00	-	900 00	295	31 51
46	56	Blackstone, . . .	2 87.7	2,500 00	288 00	2,788 00	969	550 00
54	57	Douglas, . . .	2 80.9	1,500 00	-	1,500 00	534	-
55	58	W. Boylston, . .	2 47.1	1,300 00	-	1,300 00	526	-

HAMPSHIRE COUNTY.

1	1	S. HADLEY, . .	\$6 31.3	\$2,500 00	-	\$2,500 00	396	\$50 00
4	2	Granby, . . .	6 28.9	1,000 00	-	1,000 00	159	24 00
3	3	Northampton, .	5 80.5	7,500 00	-	7,500 00	1,292	-
2	4	Greenwich, . . .	5 69.1	700 00	-	700 00	123	-

SCHOOL RETURNS.

lv

HAMPSHIRE COUNTY—CONTINUED.

For 1859-60.	For 1860-61.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
5	5	Hatfield, . . .	\$5 43.5	\$1,250 00	—	\$1,250 00	230	\$140 53
6	6	Hadley, . . .	5 11.4	1,800 00	—	1,800 00	352	—
17	7	Enfield, . . .	4 56.6	1,000 00	—	1,000 00	219	—
14	8	Plainfield, . .	4 54.5	450 00	—	450 00	99	—
12	9	Chesterfield, .	4 24.2	700 00	—	700 00	165	440 00
10	10	Ware, . . .	4 17.8	3,100 00	—	3,100 00	742	—
8	11	Westhampton, .	4 09.8	500 00	—	500 00	122	161 00
11	12	Cummington, .	4 04.5	600 00	\$152 52	752 52	186	342 00
15	13	Worthington, .	3 99.5	600 00	146 98	746 98	187	714 25
13	14	Goshen, . . .	3 88.9	350 00	—	350 00	90	350 00
7	15	Belchertown, .	3 84.6	2,000 00	—	2,000 00	520	250 00
9	16	Middlefield, .	3 83.2	500 00	90 08	590 08	154	500 00
16	17	Easthampton, .	3 71.5	1,200 00	—	1,200 00	323	50 00
19	18	Prescott, . . .	3 23.7	450 00	—	450 00	139	96 00
20	19	Huntington, .	3 18.7	800 00	—	800 00	251	374 20
18	20	Southampton, .	3 08.4	700 00	—	700 00	227	—
21	21	Pelham, . . .	3 03	500 00	—	500 00	165	66 00
23	22	Williamsburg, .	2 84.9	1,000 00	—	1,000 00	351	839 23
22	23	Amherst, . .	2 43.5	1,500 00	—	1,500 00	616	—

HAMPDEN COUNTY.

1	1	SPRINGFIELD,	\$7 53.8	\$18,500 00	\$135 00	18,635 00	2,472	—
3	2	Chicopee, . .	7 47.4	7,995 00	600 01	8,595 01	1,150	—
2	3	Longmeadow, .	6 72.1	1,650 00	23 50	1,673 50	249	\$120 00
6	4	Holyoke, . .	5 20.5	3,800 00	—	3,800 00	730	200 00
4	5	Westfield, . .	4 87	4,500 00	—	4,500 00	924	375 00
5	6	Brimfield, . .	4 27	1,200 00	—	1,200 00	281	—
7	7	Wilbraham, . .	4 15.5	1,600 00	28 57	1,628 57	392	145 15
10	8	Montgomery, .	4 05.4	300 00	—	300 00	74	137 75
9	9	Monson, . . .	3 83.8	1,800 00	—	1,800 00	469	329 26
8	10	Agawam, . . .	3 71	1,128 00	—	1,128 00	304	160 00
20	11	Palmer, . . .	3 52.6	2,800 00	—	2,800 00	794	2 10
15	12	Russell, . . .	3 47.8	400 00	—	400 00	115	704 45
16	13	Wales, . . .	3 43.3	415 45	—	415 45	121	—
19	14	Holland, . . .	3 20.5	250 00	—	250 00	78	38 00
14	15	Blandford, . .	3 12.7	600 00	194 16	794 16	254	375 00
11	16	W. Springfield,	3 09.3	1,200 00	—	1,200 00	388	—
13	17	Granville, . .	3 06.6	600 00	185 00	785 00	256	328 00
18	18	Ludlow, . . .	2 90.9	800 00	—	800 00	275	332 00
17	19	Chester, . . .	2 64.9	800 00	—	800 00	302	625 00
21	20	Southwick,* . .	1 50	315 00	—	315 00	210	287 00
12	21	Tolland,† . .	—	—	—	—	—	—

* Southwick has a Local Fund, the income of which is appropriated for public schools.

† No returns.

BOARD OF EDUCATION.

FRANKLIN COUNTY.

For 1859-60.	For 1860-61.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	GREENFIELD, .	\$5 93.8	\$3,600 00	\$123 01	\$3,723 01	627	1,000 00
9	2	Whately, . .	5 61.8	1,000 00	-	1,000 00	178	112 75
2	3	Deerfield, . .	5 47	3,435 00	-	3,435 00	628	320 00
3	4	Erving, . . .	4 73.7	500 00	44 74	544 74	115	-
4	5	Hawley, . . .	4 58	600 00	-	600 00	131	350 00
11	6	Ashfield, . . .	4 46.4	1,000 00	-	1,000 00	224	320 00
5	7	New Salem, .	4 36.7	1,000 00	-	1,000 00	229	-
13	8	Warwick, . . .	4 32.4	800 00	-	800 00	185	-
8	9	Heath,	4 16.7	600 00	-	600 00	144	315 50
7	10	Sunderland, .	4 16.7	850 00	-	850 00	204	42 00
16	11	Gill,	3 87.1	600 00	-	600 00	155	172 00
22	12	Leyden,	3 81.4	450 00	-	450 00	118	363 00
15	13	Northfield, . .	3 72.4	1,200 00	66 00	1,266 00	340	-
6	14	Montague, . . .	3 70.8	1,200 00	172 00	1,372 00	370	180 00
19	15	Wendell, . . .	3 67.6	500 00	-	500 00	136	-
10	16	Orange,	3 63.6	1,200 00	-	1,200 00	330	-
14	17	Conway,	3 40.9	1,250 00	72 89	1,322 89	388	540 00
18	18	Shelburne, . . .	3 15.8	900 00	-	900 00	285	359 00
21	19	Buckland, . . .	3 15.2	1,000 00	74 97	1,074 97	341	152 00
17	20	Shutesbury, . .	3 06.1	600 00	-	600 00	196	149 00
23	21	Coleraine, . . .	2 91.5	1,000 00	-	1,000 00	343	700 00
12	22	Rowe,	2 87.4	500 00	-	500 00	174	153 50
24	23	Leverett, . . .	2 85.7	600 00	-	600 00	210	84 11
20	24	Charlemont, . .	2 43.9	600 00	-	600 00	246	-
25	25	Monroe,	2 24	100 00	12 00	112 00	50	110 00
26	26	Bernardston, .	1 50	300 00	-	300 00	200	36 00

BERKSHIRE COUNTY.

1	1	LEE,	\$4 72.8	\$4,198 22	-	\$4,198 22	888	-
22	2	Florida,	4 06.5	500 00	-	500 00	123	\$118 00
3	3	Sandisfield, . .	3 78.5	1,000 00	\$200 00	1,200 00	317	822 00
5	4	Tyringham, . . .	3 75	600 00	-	600 00	160	170 00
13	5	Monterey, . . .	3 65.4	550 00	104 13	654 13	179	332 00
15	6	Egremont, . . .	3 64.6	700 00	-	700 00	192	403 25
6	7	Dalton,	3 57.1	800 00	-	800 00	224	121 00
2	8	Pittsfield, . . .	3 47	6,200 00	-	6,200 00	1,784	200 00
25	9	Washington, . .	3 37.3	600 00	3 75	603 75	179	276 20
14	10	N. Marlborough,	3 35.4	900 00	327 54	1,227 54	366	297 93
16	11	Alford,	3 33.3	400 00	-	400 00	120	45 00
11	12	Otis,	3 22.5	600 00	-	600 00	186	258 00
21	13	Windsor,	3 17.5	600 00	-	600 00	189	-
10	14	Adams,	3 04.1	3,996 00	-	3,996 00	1,314	900 00
18	15	Stockbridge, . .	2 96.3	1,200 00	-	1,200 00	405	25 00

SCHOOL RETURNS.

lvii

BERKSHIRE COUNTY—CONTINUED.

For 1859-60.	For 1860-61.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
9	16	Lanesborough, .	\$2 95.2	\$800 00	—	\$800 00	271	\$375 00
8	17	Peru,	2 89.7	310 00	—	310 00	107	170 00
4	18	Cheshire, . .	2 82.5	1,000 00	—	1,000 00	354	86 00
17	19	Gt. Barrington,	2 80.5	2,000 00	—	2,000 00	713	400 00
31	20	Clarksburg, . .	2 50	200 00	—	200 00	80	200 00
30	21	Savoy,	2 50	487 50	—	487 50	195	421 83
7	22	Williamstown, .	2 36.7	1,200 00	—	1,200 00	507	408 00
28	23	Becket,	2 36	800 00	—	800 00	339	700 00
12	24	New Ashford, .	2 32.5	100 00	—	100 00	43	80 00
19	25	W. Stockbridge,	2 32.1	800 00	—	800 00	349	243 75
29	26	Hinsdale, . . .	2 30.8	750 00	—	750 00	325	443 00
23	27	Richmond, . . .	2 27.3	450 00	—	450 00	198	364 18
27	28	Lenox,	2 23.3	900 00	—	900 00	403	337 20
20	29	Hancock, . . .	2 22.2	400 00	—	400 00	180	600 00
24	30	Sheffield, . . .	2 13.1	1,300 00	—	1,300 00	610	1200 00
26	31	Mt. Washington,	1 54.6	150 00	—	150 00	97	150 00

NORFOLK COUNTY.

1	1	BROOKLINE, .	\$22 18.6	\$15,375 00	—	\$15,375 00	693	—
3	2	Dorchester, . .	13 89.7	24,000 00	—	24,000 00	1,727	—
2	3	West Roxbury,	13 24.9	12,600 00	—	12,600 00	951	—
4	4	Dedham,	10 30	12,195 00	—	12,195 00	1,184	—
5	5	Roxbury,	10 19.7	48,810 68	—	48,810 68	4,787	—
6	6	Milton,	9 18.2	5,500 00	—	5,500 00	599	—
8	7	Walpole,	6 59.3	2,400 00	—	2,400 00	364	—
7	8	Quincy,	6 37.4	9,000 00	—	9,000 00	1,412	—
22	9	Weymouth, . . .	5 67.4	8,500 00	—	8,500 00	1,498	\$10 00
12	10	Cohasset,	5 55.6	2,100 00	—	2,100 00	378	—
20	11	Foxborough, . .	5 13.3	2,500 00	—	2,500 00	487	—
9	12	Canton,	4 98.4	3,200 00	—	3,200 00	642	65 00
23	13	Braintree, . . .	4 97.1	3,400 00	—	3,400 00	684	—
10	14	Sharon,	4 92.5	1,200 00	\$120 00	1,320 00	268	—
13	15	Randolph, . . .	4 81.5	6,000 00	—	6,000 00	1,246	—
16	16	Needham,	4 81.3	2,700 00	—	2,700 00	561	—
11	17	Wrentham, . . .	4 67.7	2,750 00	341 86	3,091 86	661	—
17	18	Medway,	4 66.4	2,500 00	—	2,500 00	536	—
18	19	Bellingham, . .	4 56.1	1,100 00	140 63	1,240 63	272	—
19	20	Dover,	4 54.5	700 00	—	700 00	154	—
14	21	Stoughton, . . .	4 37.7	4,500 00	—	4,500 00	1,028	—
15	22	Medfield,	4 25.5	800 00	—	800 00	188	—
21	23	Franklin,	3 80.9	1,600 00	—	1,600 00	420	—

BRISTOL COUNTY.

For 1859-60.	For 1860-61.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	N. BEDFORD, .	\$9 64.1	\$36,732 88	-	\$36,732 88	3,810	-
2	2	Fairhaven, . .	7 68.2	5,500 00	-	5,500 00	716	-
*	3	Acushnet, . .	7 14.3	2,000 00	-	2,000 00	280	-
7	4	Swansey, . .	5 30.2	1,389 00	-	1,389 00	262	\$72 00
3	5	Fall River, . .	4 96.7	16,000 00	-	16,000 00	3,221	-
5	6	Attleborough, .	4 94.9	6,012 69	-	6,012 69	1,215	-
6	7	Taunton, . .	4 71.9	14,000 00	-	14,000 00	2,967	-
8	8	Dartmouth, . .	4 43	3,500 00	-	3,500 00	790	140 00
9	9	Freetown, . .	4 38.6	1,500 00	-	1,500 00	342	-
4	10	Seekonk, . .	4 32.6	1,700 00	\$264 00	1,964 00	454	125 00
13	11	Raynham, . .	4 19.4	1,300 00	-	1,300 00	310	12 10
12	12	Pawtucket, . .	4 09.4	3,500 00	-	3,500 00	855	286 67
10	13	Berkley, . .	4 02	800 00	-	800 00	199	51 00
11	14	Norton, . .	3 92.7	1,500 00	-	1,500 00	382	-
19	15	Rehoboth, . .	3 92.7	1,500 00	139 35	1,639 35	418	136 00
17	16	Somerset, . .	3 88.9	1,400 00	-	1,400 00	360	-
14	17	Westport, . .	3 74.5	2,000 00	284 18	2,284 18	610	400 00
15	18	Dighton, . .	3 69	1,200 00	110 00	1,310 00	355	27 80
18	19	Easton, . .	3 54.5	2,102 00	-	2,102 00	593	200 00
16	20	Mansfield, . .	3 50	1,498 00	-	1,498 00	428	15 00

PLYMOUTH COUNTY.

1	1	PLYMOUTH, .	\$7 82.5	\$10,000 00	-	\$10,000 00	1,278	-
5	2	Hull,	6 95.3	312 90	-	312 90	45	-
2	3	Kingston, . .	6 73.4	2,000 00	-	2,000 00	297	-
4	4	Lakeville, . .	5 91.1	1,200 00	-	1,200 00	203	-
3	5	Hingham, . .	5 70	4,770 00	-	4,770 00	837	-
10	6	Rochester, . .	5 24	1,200 00	-	1,200 00	229	\$129 00
6	7	S. Scituate, . .	4 88.5	1,700 00	-	1,700 00	348	20 00
7	8	Middleborough,	4 86.5	4,500 00	-	4,500 00	925	156 00
15	9	Carver, . . .	4 67.3	1,000 00	-	1,000 00	214	350 50
8	10	Duxbury, . .	4 65.6	2,000 00	\$249 00	2,249 00	483	-
11	11	Bridgewater, .	4 53.9	3,000 00	-	3,000 00	661	300 00
9	12	Pembroke, . .	4 49.6	1,000 00	160 00	1,160 00	258	-
13	13	Hanover, . .	4 47	1,350 00	-	1,350 00	302	-
21	14	Scituate, . .	4 41.5	2,000 00	-	2,000 00	453	11 50
12	15	Abington, . .	4 11	7,000 00	-	7,000 00	1,703	-
25	16	E. Bridgewater,	4 09.2	2,500 00	-	2,500 00	611	100 00
16	17	Halifax, . . .	4 07	700 00	-	700 00	172	-
18	18	Hanson, . . .	3 98.4	1,000 00	-	1,000 00	251	-
22	19	Wareham, . .	3 84.6	2,800 00	-	2,800 00	728	-
19	20	W. Bridgewater	3 77.4	1,400 00	-	1,400 00	371	-
14	21	Marshfield, . .	3 70.1	1,400 00	-	1,400 00	378	-

* Newly incorporated.

SCHOOL RETURNS.

lix

PLYMOUTH COUNTY—CONTINUED.

For 1859-60.	For 1860-61.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
23	22	Mattapoisett, .	\$3 62.3	\$1,000 00	—	\$1,000 00	276	\$18 75
20	23	Plympton, . .	3 58.7	800 00	—	800 00	223	205 00
17	24	Marion, . . .	3 15	600 00	—	600 00	190	—
24	25	N. Bridgewater,	2 77.1	3,500 00	—	3,500 00	1,263	—

BARNSTABLE COUNTY.

3	1	ORLEANS, . .	\$5 53.9	\$1,900 00	—	\$1,900 00	343	—
4	2	Chatham, . .	4 78.5	3,000 00	—	3,000 00	627	—
6	3	Barnstable, . .	4 74.4	5,000 00	—	5,000 00	1,054	\$85 00
1	4	Yarmouth, . .	4 66.4	2,500 00	—	2,500 00	536	—
7	5	Provincetown, .	4 55.2	3,000 00	—	3,000 00	659	—
5	6	Eastham, . .	4 48.3	659 00	—	659 00	147	—
11	7	Wellfleet, . .	4 31	2,200 00	\$110 00	2,310 00	536	—
9	8	Falmouth, . .	4 30.7	2,000 00	\$21 36	2,321 36	539	316 00
10	9	Sandwich, . .	4 14.9	4,000 00	—	4,000 00	964	77 00
2	10	Brewster, . .	4 00	1,200 00	—	1,200 00	300	—
12	11	Truro, . . .	3 64.1	1,500 00	—	1,500 00	412	—
13	12	Harwich, . .	3 00.5	2,500 00	—	2,500 00	832	100 00
8	13	Dennis, . . .	2 67.4	2,000 00	—	2,000 00	748	1218 52
		Marshpee Dis.,	1 30.1	88 50	—	88 50	68	—

DUKES COUNTY.

1	1	EDGARTOWN, .	\$5 47.9	\$2,000 00	—	\$2,000 00	365	—
3	2	Chilmark, . .	5 26.3	700 00	—	700 00	133	—
2	3	Tisbury, . . .	5 07.6	2,000 00	—	2,000 00	394	—

NANTUCKET COUNTY.

NANTUCKET,	\$9 73.7	\$10,175 00	—	\$10,175 00	1,045	—
--------------------	----------	-------------	---	-------------	-------	---

BOARD OF EDUCATION.

A GRADUATED TABLE—FIRST SERIES.

Showing the Comparative Amount of Money appropriated by the different Counties in the State for the Education of each Child between the ages of 5 and 15 years in the County.

For 1859-60.	COUNTIES.	Sum appropriated by counties for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue and similar funds appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
2	NANTUCKET,	\$9 73.7	\$10,175 00	—	\$10,175 00	1,045	—
1	Suffolk,	9 64.1	338,843 93	—	338,843 93	35,146	—
3	Norfolk,	8 39.1	173,430 68	\$602 49	174,033 17	20,740	\$75 00
4	Middlesex,	7 54.7	289,378 99	92 63	289,471 62	38,356	524 20
6	Essex,	5 85.5	178,090 68	1,277 56	179,368 24	30,633	82 00
5	Bristol,	5 70.5	105,134 57	797 53	105,932 10	18,567	1,465 57
10	Dukes,	5 26.9	4,700 00	—	4,700 00	892	—
7	Hampden,	5 24.2	51,053 45	1,196 24	52,249 69	9,968	4,504 21
8	Worcester,	4 73.4	144,283 41	665 02	144,948 43	30,617	1,556 60
9	Plymouth,	4 65.7	58,733 83	409 00	59,142 83	12,699	1,290 75
11	Hampshire,	4 37.4	30,700 00	389 58	31,089 58	7,108	4,069 96
12	Barnstable,	4 14.3	31,459 00	431 36	31,890 36	7,697	1,796 52
13	Franklin,	3 96.4	25,385 00	565 61	25,950 61	6,547	5,458 86
14	Berkshire,	3 08.2	34,491 72	635 42	35,127 14	11,397	10,147 34
	Marshpee District,	1 30.1	88 50	—	88 50	68	—

AGGREGATE FOR THE STATE.

State,	\$6 41	\$1,475,948 76	\$7,062 44	\$1,483,011 20	231,480	\$30,971 01
------------------	--------	----------------	------------	----------------	---------	-------------

A GRADUATED TABLE—FIRST SERIES.

Showing the Comparative Amount of Money, including Voluntary Contributions, appropriated by the different Counties in the State for the education of each Child between the ages of 5 and 15 years in the County.

For 1859-60.	For 1860-61.	COUNTIES.	Totals.
2	1	NANTUCKET,	\$9 74
1	2	Suffolk,	9 64
3	3	Norfolk,	8 39
4	4	Middlesex,	7 56
6	5	Essex,	5 86
5	6	Bristol,	5 48
7	7	Hampden,	5 69
13	8	Dukes,	5 27
8	9	Hampshire,	4 95
12	10	Franklin,	4 80
9	11	Worcester,	4 79
10	12	Plymouth,	4 76
11	13	Barnstable,	4 35
14	14	Berkshire,	3 97
Aggregate for the State, including voluntary contributions, .			\$6 57

GRADUATED TABLES—SECOND SERIES.

The next Table exhibits the appropriations of the cities and towns, as compared with their respective valuations in 1860.

The first column shows the rank of the cities and towns in a similar Table for 1859-60, according to the valuation of 1850.

The second column indicates, in numerical order, the precedence of the cities and towns in respect to the liberality of their appropriations for 1860-61.

The third consists of the names of the cities and towns, as numerically arranged.

The fourth shows the percentage of taxable property appropriated to the support of the Public Schools. The result is equivalent in value to mills and hundredths of mills. The decimals are carried to three figures in order to indicate more perfectly the distinction between the different towns. The first figure (mills) expresses the principal value, and is separated from the two last figures by a point.

The appropriations for schools are not given in the following Table, as they may be found by referring to the previous Tables, also in the Abstract of School Returns, commencing on page ii. These appropriations include the sum raised by taxes, the income of the surplus revenue, and of such other funds as the towns may appropriate at their option, either to support Common Schools, or to pay ordinary municipal expenses. The income of other local funds, and the voluntary contributions are not included in the estimate. The appropriations are reckoned the same as in the first series of tables, and for the same reasons.

The amount of taxable property in each city and town, according to the last State Valuation, is also omitted, as it is already given in the foregoing Abstract of School Returns.

If the rank assigned to towns in the next Tables is compared with the rank of the same towns in the former series, it will be seen that they hold, in many instances, a very different place in the scale.

GRADUATED TABLES—SECOND SERIES.

*A Graduated Table, in which all the Towns in the State are numerically arranged, according to the percentage of their taxable property, appropriated to the support of Public Schools, for the year 1860-61.**

For 1859-60.	For 1860-61.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1859-60.	For 1860-61.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
161*	1	FLORIDA, . . .	\$.004-19	154	28	Nantucket, . . .	\$.002-63
31	2	Truro, . . .	3-93	183	29	Bellingham, . .	2-62
8	3	Orleans, . . .	3-89	*	30	Nahant, . . .	2-61
4	4	Wellfleet, . . .	3-74	229	31	Rutland, . . .	2-61
6	5	Chelsea, . . .	3-57	77	32	Greenwich, . .	2-60
7	6	Chatham, . . .	3-39	41	33	Athol, . . .	2-59
67	7	Erving, . . .	3-33	-	34	South Danvers, .	2-59
33	8	Plymouth, . . .	3-19	29	35	Stoughton, . .	2-56
44	9	Marblehead, . .	3-16	-	36	Acushnet, . . .	2-55
195	10	Chicopee, . . .	3-09	5	37	Melrose, . . .	2-55
2*	11	Lynn, . . .	3-05	116	38	Wareham, . . .	2-54
18	12	Harwich, . . .	2-97	122	39	Framingham, . .	2-53
62	13	Deerfield, . . .	2-91	78	40	Berkley, . . .	2-52
35	14	Eastham, . . .	2-91	16	41	Natick, . . .	2-52
3	15	Stoneham, . . .	2-89	168	42	Hubbardston, . .	2-51
153	16	New Salem, . .	2-87	96	43	Upton, . . .	2-49
131	17	Pelham, . . .	2-87	94	44	Dana, . . .	2-48
24	18	Gloucester, . .	2-84	181	45	Wayland, . . .	2-48
19	19	Danvers, . . .	2-81	85	46	Wrentham, . . .	2-48
43	20	Dedham, . . .	2-78	111	47	Sunderland, . .	2-46
20	21	Charlestown, . .	2-77	61*	48	Barnstable, . .	2-45
99	22	Georgetown, . .	2-74	9	49	Attleborough, . .	2-44
1	23	Somerville, . . .	2-73	63	50	Greenfield, . . .	2-43
53	24	Weymouth, . . .	2-72	86	51	Ipswich, . . .	2-43
157	25	Shutesbury, . .	2-71	55	52	Montague, . . .	2-43
15	26	Malden, . . .	2-67	79	53	Sandwich, . . .	2-43
196	27	Hawley, . . .	2-66	23	54	Lee, . . .	2-42

* The rank of towns given in this table varies greatly, in many cases, from the rank assigned them in a similar table of the previous year although their appropriations may have been nearly or exactly the same. This is mainly because the appropriations of the different years are compared with different valuations—last year with the valuation of 1850, this year with the valuation of 1860. Some towns had no rank assigned them last year, because, having been incorporated since 1850 they had no separate State valuation till that of 1860. The rank of those towns from which other towns have been formed since 1850 has been lessened, in most cases, because their valuation has included that of the new towns.

For 1859-60.	For 1860-61.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1859-60.	For 1860-61.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
239	55	Townsend, . . .	\$2.002-41	274	104	Oakham, . . .	\$2.002-16
280	56	Palmer, . . .	2-40	124	105	Oxford, . . .	2-16
40	57	South Hadley, . . .	2-40	93	106	Springfield, . . .	2-15
27	58	Clinton, . . .	2-39	315	107	Wendell, . . .	2-15
58	59	Marlborough, . . .	2-39	34	108	Yarmouth, . . .	2-15
149	60	Amesbury, . . .	2-38	155	109	Monterey, . . .	2-14
212	61	Groton, . . .	2-38	17	110	Abington, . . .	2-13
244	62	Phillipston, . . .	2-38	220	111	Paxton, . . .	2-13
170	63	Braintree, . . .	2-37	110	112	Tisbury, . . .	2-13
37	64	N. Brookfield, . . .	2-37	162	113	Winchendon, . . .	2-13
91	65	Provincetown, . . .	2-37	222	114	Cummington, . . .	2-12
102	66	Ware, . . .	2-37	191	115	Scituate, . . .	2-12
114	67	Lancaster, . . .	2-36	54	116	Westborough, . . .	2-12
42	68	Reading, . . .	2-36	45	117	Mansfield, . . .	2-11
82	69	Grafton, . . .	2-35	104	118	Northbridge, . . .	2-11
185	70	Heath, . . .	2-35	137	119	Granby, . . .	2-10
59	71	Hopkinton, . . .	2-35	—	120	Lakeville, . . .	2-10
159	72	Middleton, . . .	2-35	68	121	Southborough, . . .	2-10
238	73	Otis, . . .	2-34	208	122	Duxbury, . . .	2-09
259	74	Warwick, . . .	2-34	69	123	Lawrence, . . .	2-09
28	75	Quincy, . . .	2-33	71	124	Acton, . . .	2-07
73	76	Bedford, . . .	2-32	95	125	Millbury, . . .	2-07
145	77	Walpole, . . .	2-32	163	126	Southbridge, . . .	2-07
10	78	South Reading, . . .	2-31	113	127	Cohasset, . . .	2-06
74	79	Webster, . . .	2-30	89	128	Medway, . . .	2-06
26	80	Holliston, . . .	2-29	123	129	Harvard, . . .	2-05
100	81	Ashland, . . .	2-28	190	130	Leverett, . . .	2-05
198	82	Bolton, . . .	2-28	139	131	Tyringham, . . .	2-05
11	83	Winchester, . . .	2-28	92	132	Carver, . . .	2-04
140	84	Ashburnham, . . .	2-26	171	133	Dover, . . .	2-03
206	85	Boxborough, . . .	2-25	101	134	Northampton, . . .	2-03
103	86	Lowell, . . .	2-25	30	135	Roxbury, . . .	2-03
285	87	Tewksbury, . . .	2-25	144	136	Sharon, . . .	2-03
105	88	Rowe, . . .	2-24	135	137	Rochester, . . .	2-02
50	89	Gardner, . . .	2-22	164	138	Russell, . . .	2-02
12	90	Milford, . . .	2-22	46	139	Saugus, . . .	2-00
76	91	Dorchester, . . .	2-21	299	140	Holden, . . .	2-00
227	92	Goshen, . . .	2-21	201	141	Washington, . . .	2-00
261	93	Orange, . . .	2-21	51	142	Middleborough, . . .	1-99
49	94	Randolph, . . .	2-20	186	143	N. Marlborough, . . .	1-99
129	95	Sandisfield, . . .	2-20	219	144	Carlisle, . . .	1-98
—	96	Swampscott, . . .	2-20	128	145	Concord, . . .	1-98
107	97	Templeton, . . .	2-20	133	146	Easton, . . .	1-98
125	98	Warren, . . .	2-19	52	147	Fitchburg, . . .	1-98
106	99	Halifax, . . .	2-18	143	148	Franklin, . . .	1-97
158	100	Plympton, . . .	2-18	48	149	Cambridge, . . .	1-96
245	101	Tyngsborough, . . .	2-17	167	150	Brookfield, . . .	1-96
22	102	Buckland, . . .	2-16	21	151	Newton, . . .	1-96
64	103	Manchester, . . .	2-16	232	152	Stow, . . .	1-96

SCHOOL RETURNS.

LXV

For 1859-60.	For 1860-61.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1859-60.	For 1860-61.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
36	153	Rockport, . . .	\$.001-95	265	202	Ashby, . . .	\$.001-80
75	154	Foxborough, . .	1-94	178	203	Barre, . . .	1-80
172	155	Methuen, . . .	1-94	32	204	Bradford, . . .	1-80
218	156	Wilbraham, . . .	1-94	295	205	Coleraine, . . .	1-80
80	157	Beverly, . . .	1-92	14	206	Dennis, . . .	1-80
72	158	Hingham, . . .	1-92	47	207	Brighton, . . .	1-79
115	159	Leominster, . . .	1-92	262	208	Northfield, . . .	1-79
142	160	Marshfield, . . .	1-92	301	209	Petersham, . . .	1-78
237	161	Montgomery, . .	1-92	254	210	Sturbridge, . . .	1-78
200	162	Granville, . . .	1-91	277	211	Windsor, . . .	1-78
226	163	Middlefield, . .	1-91	318	212	Hamilton, . . .	1-77
120	164	Pembroke, . . .	1-91	267	213	Westford, . . .	1-76
216	165	Sutton, . . .	1-91	235	214	Chester, . . .	1-75
13	166	Brewster, . . .	1-89	242	215	Dudley, . . .	1-75
286	167	Mt. Washington, .	1-89	156	216	Falmouth, . . .	1-75
—	168	North Reading, .	1-89	148	217	Hull, . . .	1-75
66	169	Watertown, . . .	1-89	38	218	Pawtucket, . . .	1-75
87	170	Belchertown, . .	1-88	160	219	Uxbridge, . . .	1-74
147	171	E. Bridgewater, .	1-88	260	220	Worthington, . .	1-73
117	172	Littleton, . . .	1-88	266	221	Billerica, . . .	1-72
199	173	Westminster, . .	1-88	289	222	Charlton, . . .	1-72
65	174	Woburn, . . .	1-88	250	223	Brimfield, . . .	1-71
118	175	Freetown, . . .	1-87	251	224	Enfield, . . .	1-71
213	176	Swansey, . . .	1-87	39	225	Taunton, . . .	1-71
204	177	Clarksburg, . . .	1-86	210	226	W. Brookfield, .	1-71
215	178	Leicester, . . .	1-86	290	227	Holland, . . .	1-70
132	179	Becket, . . .	1-85	152	228	Salisbury, . . .	1-70
119	180	Hanson, . . .	1-85	188	229	Groveland, . . .	1-69
279	181	Lincoln, . . .	1-85	247	230	Chesterfield, . .	1-68
283	182	Rehoboth, . . .	1-85	180	231	Dracut, . . .	1-68
136	183	Spencer, . . .	1-85	81	232	Needham, . . .	1-68
141	184	Dighton, . . .	1-84	176	233	Westhampton, . .	1-68
25	185	Haverhill, . . .	1-84	138	234	Waltham, . . .	1-66
173	186	Newburyport, . .	1-84	233	235	Ashfield, . . .	1-65
255	187	Prescott, . . .	1-84	225	236	Rowley, . . .	1-65
187	188	South Scituate, .	1-84	151	237	Hanover, . . .	1-64
193	189	Holyoke, . . .	1-83	221	238	Leyden, . . .	1-64
205	190	Norton, . . .	1-83	292	239	Lunenburg, . . .	1-64
109	191	W. Bridgewater, .	1-83	211	240	West Newbury, . .	1-64
—	192	Winthrop, . . .	1-83	—	241	Agawam, . . .	1-63
257	193	Conway, . . .	1-82	228	242	Monson, . . .	1-63
230	194	Longmeadow, . .	1-82	236	243	Wilmington, . . .	1-63
256	195	Ludlow, . . .	1-82	90	244	Milton, . . .	1-62
293	196	Plainfield, . . .	1-82	273	245	Salem, . . .	1-62
197	197	Savoy, . . .	1-82	166	246	Essex, . . .	1-61
60	198	Huntington, . . .	1-81	249	247	Hardwick, . . .	1-61
70	199	Lexington, . . .	1-81	127	248	Lynnfield, . . .	1-61
121	200	North Chelsea, . .	1-81	57	249	N. Bridgewater, .	1-61
98	201	Worcester, . . .	1-81	88	250	Westfield, . . .	1-61

For 1859-60.	For 1860-61.	TOWNS.	Percentage of Valuation appropriated to Public Schools equivalent to mills and hundredths of mills.	For 1859-60.	For 1860-61.	TOWNS.	Percentage of Valuation appropriated to Public Schools equivalent to mills and hundredths of mills.
150	251	Bridgewater, . . .	\$.001-60	-	294	Belmont, . . .	\$.001-40
108	252	Sherborn, . . .	1-60	278	295	Newbury, . . .	1-39
270	253	Whately, . . .	1-60	209	296	Northborough, .	1-37
179	254	Canton, . . .	1-59	304	297	Sudbury, . . .	1-36
311	255	Pepperell, . . .	1-59	231	298	Monroe, . . .	1-35
269	256	Gill, . . .	1-58	300	299	Shrewsbury, . .	1-35
165	257	Adams, . . .	1-57	263	300	Hinsdale, . . .	1-34
194	258	Douglas, . . .	1-57	264	301	Medfield, . . .	1-33
275	259	Mendon, . . .	1-56	282	302	W. Stockbridge, .	1-33
214	260	Weston, . . .	1-56	272	303	Shelburne, . . .	1-32
177	261	Cheshire, . . .	1-55	246	304	W. Cambridge, .	1-31
307	262	Egremont, . . .	1-55	182	305	Easthampton, . .	1-30
56	263	Medford, . . .	1-55	313	306	Boylston, . . .	1-28
302	264	Auburn, . . .	1-53	-	307	Marion, . . .	1-28
192	265	Blackstone, . . .	1-53	314	308	Topsfield, . . .	1-28
298	266	Blandford, . . .	1-53	294	309	Westport, . . .	1-27
281	267	Charlemont, . . .	1-53	309	310	Dunstable, . . .	1-26
146	268	Fairhaven, . . .	1-53	175	311	Raynham, . . .	1-26
174	269	Kingston, . . .	1-53	248	312	Alford, . . .	1-25
130	270	Somerset, . . .	1-53	288	313	Lanesborough, .	1-25
240	271	Sterling, . . .	1-53	-	314	Mattapoisett, . .	1-23
203	272	Tolland, . . .	1-53	169	315	Pittsfield, . . .	1-23
126	273	New Bedford, . .	1-52	284	316	Stockbridge, . .	1-23
202	274	Berlin, . . .	1-51	303	317	Dartmouth, . . .	1-19
184	275	Shirley, . . .	1-51	310	318	W. Springfield, .	1-19
-	276	West Roxbury, .	1-51	312	319	Sheffield, . . .	1-18
243	277	Wales, . . .	1-50	319	320	Chilmark, . . .	1-17
241	278	Andover, . . .	1-49	271	321	Hatfield, . . .	1-17
97	279	West Boylston, .	1-47	297	322	Williamsburg, . .	1-10
253	280	Boxford, . . .	1-46	258	323	Dalton, . . .	1-09
207	281	Chelmsford, . . .	1-46	268	324	Lenox, . . .	1-09
83	282	Edgartown, . . .	1-46	287	325	Royalston, . . .	1-09
134	283	Fall River, . . .	1-46	296	326	Gt. Barrington, .	1-08
-	284	North Andover, .	1-46	217	327	Williamstown, .	1-02
112	285	Brookline, . . .	1-45	306	328	Boston, . . .	1-00
189	286	Wenham, . . .	1-45	276	329	Amherst, . . .	0-95
223	287	Hadley, . . .	1-44	317	330	Richmond, . . .	0-92
305	288	New Braintree, .	1-44	316	331	New Ashford, . .	0-89
291	289	Princeton, . . .	1-44	308	332	Hancock, . . .	0-81
84	290	Seekonk, . . .	1-44	320	333	Bernardston, . .	0-67
234	291	Burlington, . . .	1-42	321	334	Southwick, . . .	0-53
252	292	Peru, . . .	1-42				
224	293	Southampton, . .	1-41				

GRADUATED TABLES—SECOND SERIES.

In which all the Towns in the respective Counties in the State are numerically arranged, according to the Percentage of their taxable property, appropriated for the support of Public Schools, for the year 1860-61.

SUFFOLK COUNTY.

For 1859-60.	For 1860-61.	TOWNS.	Percentage of Valuation appropriated to Public Schools equivalent to mills and hundredths of mills.	For 1859-60.	For 1860-61.	TOWNS.	Percentage of Valuation appropriated to Public Schools equivalent to mills and hundredths of mills.
1	1	CHELSEA, . . .	\$.003-57	2	3	North Chelsea, .	\$.001-81
4	2	Winthrop, . . .	1-83	3	4	Boston,	1-00

ESSEX COUNTY.

7	1	MARBLEHEAD, .	\$.003-16	20	18	Newburyport, .	\$.001-84
1	2	Lynn,	3-05	4	19	Haverhill, . . .	1-84
3	3	Gloucester, . .	2-84	5	20	Bradford, . . .	1-80
2	4	Danvers, . . .	2-81	30	21	Hamilton, . . .	1-77
13	5	Georgetown, . .	2-74	16	22	Salisbury, . . .	1-70
-	6	Nahant,	2-61	21	23	Groveland, . . .	1-69
-	7	South Danvers, .	2-59	24	24	Rowley,	1-65
12	8	Ipswich,	2-43	23	25	W. Newbury, . .	1-64
15	9	Amesbury, . . .	2-38	27	26	Salem,	1-62
17	10	Middleton, . . .	2-35	14	27	Lynnfield, . . .	1-61
-	11	Swampscott, . .	2-20	18	28	Essex,	1-61
9	12	Manchester, . .	2-16	25	29	Andover,	1-49
10	13	Lawrence, . . .	2-09	-	30	North Andover, .	1-46
8	14	Saugus,	2-00	26	31	Boxford,	1-46
6	15	Rockport, . . .	1-95	22	32	Wenham,	1-45
19	16	Methuen,	1-94	28	33	Newbury,	1-39
11	17	Beverly,	1-92	29	34	Topsfield, . . .	1-28

MIDDLESEX COUNTY.

2	1	STONEHAM, . .	\$.002-89	3	5	Melrose,	\$.002-55
8	2	Charlestown, . .	2-77	26	6	Framingham, . .	2-53
1	3	Somerville, . .	2-73	7	7	Natick,	2-52
6	4	Malden,	2-67	30	8	Wayland,	2-48

BOARD OF EDUCATION.

MIDDLESEX COUNTY—CONTINUED.

For 1859-60.	For 1860-61.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1859-60.	For 1860-61.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
40	9	Townsend, . . .	\$.002-41	25	31	Littleton, . . .	\$.001-88
15	10	Marlborough, . . .	2-39	17	32	Woburn, . . .	1-88
34	11	Groton, . . .	2-38	46	33	Lincoln, . . .	1-85
11	12	Reading, . . .	2-36	19	34	Lexington, . . .	1-81
16	13	Hopkinton, . . .	2-35	43	35	Ashby, . . .	1-80
21	14	Bedford, . . .	2-32	12	36	Brighton, . . .	1-79
4	15	South Reading, . . .	2-31	45	37	Westford, . . .	1-76
10	16	Holliston, . . .	2-29	44	38	Billerica, . . .	1-72
22	17	Ashland, . . .	2-28	29	39	Dracut, . . .	1-68
5	18	Winchester, . . .	2-28	28	40	Waltham, . . .	1-66
32	19	Boxborough, . . .	2-25	39	41	Wilmington, . . .	1-63
23	20	Lowell, . . .	2-25	24	42	Sherborn, . . .	1-60
47	21	Tewksbury, . . .	2-25	50	43	Pepperell, . . .	1-59
41	22	Tyngsborough, . . .	2-17	35	44	Weston, . . .	1-56
20	23	Acton, . . .	2-07	14	45	Medford, . . .	1-55
36	24	Carlisle, . . .	1-98	31	46	Shirley, . . .	1-51
27	25	Concord, . . .	1-98	33	47	Chelmsford, . . .	1-46
13	26	Cambridge, . . .	1-96	38	48	Burlington, . . .	1-42
9	27	Newton, . . .	1-96	—	49	Belmont, . . .	1-40
37	28	Stow, . . .	1-96	48	50	Sudbury, . . .	1-36
—	29	North Reading, . . .	1-89	42	51	W. Cambridge, . . .	1-31
18	30	Watertown, . . .	1-89	49	52	Dunstable, . . .	1-26

WORCESTER COUNTY.

41	1	RUTLAND, . . .	\$.002-61	7	22	Westborough, . . .	\$.002-12
4	2	Athol, . . .	2-59	16	23	Northbridge, . . .	2-11
29	3	Hubbardston, . . .	2-51	8	24	Southborough, . . .	2-10
13	4	Upton, . . .	2-49	12	25	Millbury, . . .	2-07
11	5	Dana, . . .	2-48	27	26	Southbridge, . . .	2-07
2	6	Clinton, . . .	2-39	20	27	Harvard, . . .	2-05
44	7	Phillipston, . . .	2-38	53	28	Holden, . . .	2-00
3	8	N. Brookfield, . . .	2-37	6	29	Fitchburg, . . .	1-98
18	9	Lancaster, . . .	2-36	28	30	Brookfield, . . .	1-96
10	10	Grafton, . . .	2-35	19	31	Leominster, . . .	1-92
9	11	Webster, . . .	2-30	39	32	Sutton, . . .	1-91
33	12	Bolton, . . .	2-28	34	33	Westminster, . . .	1-88
24	13	Ashburnham, . . .	2-26	38	34	Leicester, . . .	1-86
5	14	Gardner, . . .	2-22	23	35	Spencer, . . .	1-85
1	15	Milford, . . .	2-22	15	36	Worcester, . . .	1-81
17	16	Templeton, . . .	2-20	30	37	Barre, . . .	1-80
22	17	Warren, . . .	2-19	55	38	Petersham, . . .	1-78
47	18	Oakham, . . .	2-16	46	39	Sturbridge, . . .	1-78
21	19	Oxford, . . .	2-16	43	40	Dudley, . . .	1-75
40	20	Paxton, . . .	2-13	25	41	Uxbridge, . . .	1-74
26	21	Winchendon, . . .	2-13	50	42	Charlton, . . .	1-72

SCHOOL RETURNS.

lxix

WORCESTER COUNTY—CONTINUED.

For 1859-60.	For 1860-61.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1859-60.	For 1860-61.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
37	43	W. Brookfield, . . .	\$.001-71	35	51	Berlin,	\$.001-51
52	44	Lunenburg, . . .	1-64	14	52	W. Boylston, . . .	1-47
45	45	Hardwick, . . .	1-61	57	53	New Braintree, . .	1-44
32	46	Douglas, . . .	1-57	51	54	Princeton, . . .	1-44
48	47	Mendon, . . .	1-56	36	55	Northborough, . .	1-37
56	48	Auburn, . . .	1-53	54	56	Shrewsbury, . . .	1-35
31	49	Blackstone, . . .	1-53	58	57	Boylston, . . .	1-28
42	50	Sterling, . . .	1-53	49	58	Royalston, . . .	1-09

H A M P S H I R E C O U N T Y .

7	1	PELHAM, . . .	\$.002-87	2	13	Huntington, . . .	\$.001-81
3	2	Greenwich, . . .	2-60	19	14	Worthington, . . .	1-73
1	3	South Hadley, . .	2-40	17	15	Enfield,	1-71
6	4	Ware,	2-37	16	16	Chesterfield, . . .	1-68
15	5	Goshen,	2-21	9	17	Westhampton, . .	1-68
11	6	Cummington, . . .	2-12	12	18	Hadley,	1-44
8	7	Granby,	2-10	13	19	Southampton, . .	1-41
5	8	Northampton, . .	2-03	10	20	Easthampton, . .	1-30
14	9	Middlefield, . . .	1-91	20	21	Hatfield,	1-17
4	10	Belchertown, . . .	1-88	23	22	Williamsburg, . .	1-10
18	11	Prescott,	1-84	21	23	Amherst,	0-95
22	12	Plainfield, . . .	1-82				

H A M P D E N C O U N T Y .

5	1	CHICOPEE, . . .	\$.003-09	14	12	Brimfield,	\$.001-71
16	2	Palmer,	2-40	17	13	Holland,	1-70
2	3	Springfield, . . .	2-15	—	14	Agawam,	1-63
3	4	Russell,	2-02	9	15	Monson,	1-63
8	5	Wilbraham, . . .	1-94	1	16	Westfield,	1-61
12	6	Montgomery, . . .	1-92	18	17	Blandford,	1-53
6	7	Granville,	1-91	7	18	Tolland,	1-53
4	8	Holyoke,	1-83	13	19	Wales,	1-50
10	9	Longmeadow, . . .	1-82	19	20	W. Springfield, . .	1-19
15	10	Ludlow,	1-82	20	21	Southwick,	0-53
11	11	Chester,	1-75				

F R A N K L I N C O U N T Y .

5	1	ERVING,	\$.003-33	9	4	Shutesbury, . . .	\$.002-71
3	2	Deerfield,	2-91	12	5	Hawley,	2-66
8	3	New Salem, . . .	2-87	7	6	Sunderland, . . .	2-46

BOARD OF EDUCATION.

FRANKLIN COUNTY—CONTINUED.

For 1859-60.	For 1860-61.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1859-60.	For 1860-61.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
4	7	Greenfield, . . .	\$.002-43	24	17	Coleraine, . . .	\$.001-80
2	8	Montague, . . .	2-43	19	18	Northfield, . . .	1-79
10	9	Heath, . . .	2-35	15	19	Ashfield, . . .	1-65
17	10	Warwick, . . .	2-34	13	20	Leyden, . . .	1-64
6	11	Rowe, . . .	2-24	21	21	Whately, . . .	1-60
18	12	Orange, . . .	2-21	20	22	Gill, . . .	1-58
1	13	Buckland, . . .	2-16	23	23	Charlemont, . . .	1-53
25	14	Wendell, . . .	2-15	14	24	Monroe, . . .	1-35
11	15	Leverett, . . .	2-05	22	25	Shelburne, . . .	1-32
16	16	Conway, . . .	1-82	26	26	Bernardston, . . .	0-67

BERKSHIRE COUNTY.

6	1	FLORIDA, . . .	\$.004-19	17	17	Peru, . . .	\$.001-42
1	2	Lee, . . .	2-42	19	18	Hinsdale, . . .	1-34
15	3	Otis, . . .	2-34	22	19	W. Stockbridge, . . .	1-33
2	4	Sandisfield, . . .	2-20	16	20	Alford, . . .	1-25
5	5	Monterey, . . .	2-14	25	21	Lanesborough, . . .	1-25
4	6	Tyringham, . . .	2-05	8	22	Pittsfield, . . .	1-23
12	7	Washington, . . .	2-00	23	23	Stockbridge, . . .	1-23
10	8	N. Marlborough, . . .	1-99	29	24	Sheffield, . . .	1-18
24	9	Mt. Washington, . . .	1-89	18	25	Dalton, . . .	1-09
13	10	Clarksburg, . . .	1-86	20	26	Lenox, . . .	1-09
3	11	Becket, . . .	1-85	26	27	Gt. Barrington, . . .	1-08
11	12	Savoy, . . .	1-82	14	28	Williamstown, . . .	1-02
21	13	Windsor, . . .	1-78	31	29	Richmond, . . .	0-92
7	14	Adams, . . .	1-57	30	30	New Ashford, . . .	0-89
9	15	Cheshire, . . .	1-55	28	31	Hancock, . . .	0-81
27	16	Egremont, . . .	1-55				

NORFOLK COUNTY.

4	1	DEDHAM, . . .	\$.002-78	19	13	Dover, . . .	\$.002-03
6	2	Weymouth, . . .	2-72	3	14	Roxbury, . . .	2-03
21	3	Bellingham, . . .	2-62	16	15	Sharon, . . .	2-03
2	4	Stoughton, . . .	2-56	15	16	Franklin, . . .	1-97
10	5	Wrentham, . . .	2-48	7	17	Foxborough, . . .	1-94
18	6	Braintree, . . .	2-37	9	18	Needham, . . .	1-68
1	7	Quincy, . . .	2-33	12	19	Milton, . . .	1-62
17	8	Walpole, . . .	2-32	20	20	Canton, . . .	1-59
8	9	Dorchester, . . .	2-21	—	21	W. Roxbury, . . .	1-51
5	10	Randolph, . . .	2-20	13	22	Brookline, . . .	1-45
14	11	Cohasset, . . .	2-06	22	23	Medfield, . . .	1-33
11	12	Medway, . . .	2-06				

SCHOOL RETURNS.

lxxi

BRISTOL COUNTY.

For 1859-60.	For 1860-61.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1859-60.	For 1860-61.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
—	1	ACUSHNET, . . .	\$.002-55	2	11	Pawtucket, . . .	\$.001-75
5	2	Berkley, . . .	2-52	3	12	Taunton, . . .	1-71
1	3	Attleborough, . . .	2-44	13	13	Fairhaven, . . .	1-53
4	4	Mansfield, . . .	2-11	9	14	Somerset, . . .	1-53
10	5	Easton, . . .	1-98	8	15	New Bedford, . . .	1-52
7	6	Freetown, . . .	1-87	11	16	Fall River, . . .	1-46
16	7	Swansey, . . .	1-87	6	17	Seekonk, . . .	1-44
17	8	Rehoboth, . . .	1-85	18	18	Westport, . . .	1-27
12	9	Dighton, . . .	1-84	14	19	Raynham, . . .	1-26
15	10	Norton, . . .	1-83	19	20	Dartmouth, . . .	1-19

PLYMOUTH COUNTY.

2	1	PLYMOUTH, . . .	\$.003-19	11	14	Pembroke, . . .	\$.001-91
9	2	Wareham, . . .	2-54	14	15	E. Bridgewater, . . .	1-88
7	3	Halifax, . . .	2-18	10	16	Hanson, . . .	1-85
18	4	Plympton, . . .	2-18	20	17	South Scituate, . . .	1-84
1	5	Abington, . . .	2-13	8	18	W. Bridgewater, . . .	1-83
21	6	Scituate, . . .	2-12	15	19	Hull, . . .	1-75
—	7	Lakeville, . . .	2-10	17	20	Hanover, . . .	1-64
22	8	Duxbury, . . .	2-09	4	21	N. Bridgewater, . . .	1-61
6	9	Carver, . . .	2-04	16	22	Bridgewater, . . .	1-60
12	10	Rochester, . . .	2-02	19	23	Kingston, . . .	1-53
3	11	Middleborough, . . .	1-99	—	24	Marion, . . .	1-28
5	12	Hingham, . . .	1-92	—	25	Mattapoisett, . . .	1-23
13	13	Marshfield, . . .	1-92				

BARNSTABLE COUNTY.

7	1	TRURO, . . .	\$.003-93	11	8	Sandwich, . . .	\$.002-43
3	2	Orleans, . . .	3-89	12	9	Provincetown, . . .	2-37
1	3	Wellfleet, . . .	3-74	8	10	Yarmouth, . . .	2-15
2	4	Chatham, . . .	3-39	4	11	Brewster, . . .	1-89
6	5	Harwich, . . .	2-97	5	12	Dennis, . . .	1-80
9	6	Eastham, . . .	2-91	13	13	Falmouth, . . .	1-75
10	7	Barnstable, . . .	2-45				

DUKES COUNTY.

2	1	TISBURY, . . .	\$.002-13	3	3	Chilmark, . . .	\$.001-17
1	2	Edgartown, . . .	1-46				

NANTUCKET COUNTY.

NANTUCKET,			\$.002-63
----------------------	--	--	------------

A GRADUATED TABLE—SECOND SERIES.

The different Counties in the State numerically arranged, according to the Percentage of their taxable property, appropriated for the support of Public Schools, for the year 1859-60.

For 1859-60.	COUNTIES.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Amount of money raised by taxes for the support of Public Schools.	Income of Surplus Revenue, and of similar funds, appropriated for Public Schools.	TOTAL.	Valuation of 1860.	Amount contributed for board and fuel.
8	NANTUCKET,	\$.002-63	\$10,175 00	—	\$10,175 00	\$3,875,598 00	—
1	Barnstable,	2-53	31,459 00	\$431 36	31,890 36	12,621,201 00	\$1,196 52
3	Middlesex,	2-14	289,378 99	92 63	289,471 62	135,458,009 00	524 20
5	Essex,	2-12	178,090 68	1,277 56	179,368 24	84,637,837 00	82 00
11	Franklin,	2-08	25,385 00	565 61	25,950 61	12,448,961 00	5,458 86
4	Plymouth,	2-03	58,733 83	409 00	59,142 83	29,160,937 00	1,290 75
2	Norfolk,	2-00	173,430 68	602 49	174,033 17	86,800,899 00	75 00
12	Hampden,	1-99	51,053 45	1,196 24	52,249 69	26,252,663 00	4,504 21
7	Worcester,	1-92	144,283 41	665 02	144,948 43	75,412,160 00	1,556 60
10	Hampshire,	1-75	30,700 00	389 58	31,089 58	17,737,649 00	4,069 96
9	Dukes,	1-62	4,700 00	—	4,700 00	2,908,194 00	—
6	Bristol,	1-60	105,134 57	797 53	105,932 10	66,294,256 00	1,465 57
13	Berkshire,	1-45	34,491 72	635 42	35,127 14	24,186,962 00	10,147 34
14	Suffolk,	1-06	338,843 93	—	338,843 93	320,000,000 00	—

AGGREGATE FOR THE STATE.

14 Counties,	\$.001-65	\$1,475,948 76	\$7,062 44	\$1,483,011 20	\$897,795,326 00	\$30,971 01
--------------	-----------	----------------	------------	----------------	------------------	-------------

SCHOOL RETURNS.

lxxiii

Arrangement of the Counties, according to their Appropriations, including Voluntary Contributions.

If the Counties are numerically arranged, according to the percentage of their valuations appropriated for public schools, voluntary contributions of board and fuel being added to the sum raised by tax and to the income of the Surplus Revenue, as severally given in the previous Table, the order of precedence will be as follows:—

For 1859-60.	For 1860-61.	COUNTIES.	Percentage of Valuation equivalent to mills and hundredths of mills.
1	1	BARNSTABLE,	\$.002-67
12	2	Nantucket,	2-63
7	3	Franklin,	2-52
11	4	Hampden,	2-16
3	5	Middlesex,	2-14
5	6	Essex,	2-12
4	7	Plymouth,	2-07
2	8	Norfolk,	2-01
8	9	Hampshire,	1-98
10	10	Worcester,	1-94
9	11	Berkshire,	1-87
6	12	Bristol,	1-62
13	13	Dukes,	1-61
14	14	Suffolk,	1-06
Aggregate for the State,			\$.001-69

GRADUATED TABLES—THIRD SERIES.

The following Table exhibits the ratio of the mean average attendance in each town to the whole number of children between 5 and 15, according to the returns. The mean average is found by adding the average attendance in Summer to the average attendance in Winter, and dividing the amount by 2. The fraction (five-tenths), when it occurs in dividing by 2, is reckoned, but is not expressed in the column giving the mean average. In some cases the true mean average is not obtained by this process, for reasons peculiar to the schools of some towns. In such cases school committees were requested to indicate in their returns the true mean average, that their result may be inserted in the Table.

The ratio is expressed in decimals, continued to four figures, the first two of which are separated from the last two by a point, as only the two former are essential to denote the real per cent. Yet the ratios of many towns are so nearly equal, or the difference is so small a fraction, that the first two decimals, with the appropriate mathematical sign appended, indicate no distinction. The continuation of the decimals, therefore, is simply to indicate a priority in cases where, without such continuation, the ratios would appear to be precisely similar.

In several cases the ratio of attendance exhibited in the Table is over 100 per cent. These results, supposing the registers to have been properly kept, and the returns correctly made, are to be thus explained:—the mean average attendance upon all Public Schools, being compared with the whole number of children in the town between 5 and 15, the result may be over 100 per cent., because the attendance of children under 5 and over 15, may more than compensate for the absence of children between those ages.

GRADUATED TABLES—THIRD SERIES.

Table, in which all the Towns in the State are numerically arranged, according to the AVERAGE ATTENDANCE of their children upon the Public Schools, for the year 1860-61.

TOWNS.				No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.	TOWNS.				No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.
1	DUNSTABLE,	70	82	1.17-14	34	Rutland, .	233	211	.90-77				
2	Tyngsboro',	112	124	1.11-16	35	Harvard, .	273	247	.90-66				
3	Warwick, .	185	203	1.10-00	36	Plymouth, .	1,278	1,154	.90-34				
4	Holland, . .	78	81	1.04-48	37	Uxbridge, .	501	450	.89-92				
5	Hawley, . .	131	134	1.02-29	38	Warren, .	345	309	.89-71				
6	Cummington,	186	187	1.00-54	39	Medway, .	536	479	.89-46				
7	Worthington,	187	185	.99-20	40	Leverett, .	210	187	.89-29				
8	Royalston, .	295	292	.99-15	41	Ashfield, .	224	199	.89-06				
9	Lancaster, .	274	271	.98-91	42	Framingham,	762	674	.88-52				
10	Mendon, .	263	258	.98-10	43	Lincoln, . .	121	107	.88-43				
11	Lexington, .	322	314	.97-52	44	Southwick, .	210	184	.87-86				
12	Brookline, .	693	674	.97-26	45	Westborough	490	429	.87-65				
13	Granby, . .	159	153	.96-54	46	Dorchester, .	1,727	1,507	.87-26				
14	Dana, . . .	185	178	.96-49	47	Hubbardston,	357	311	.87-25				
15	Athol, . . .	540	519	.96-11	48	Paxton, . .	142	123	.86-97				
16	Auburn, . .	156	146	.93-91	49	W. Brookfield	279	242	.86-92				
17	New Salem,	229	214	.93-67	50	S. Hadley, .	396	344	.86-87				
18	Coleraine, .	343	320	.93-29	51	Littleton, .	174	151	.86-78				
19	Chelsea, . .	2,282	2,125	.93-12	52	Woburn, . .	1,162	1,007	.86-70				
20	Weston, . .	216	200	.92-82	53	Orleans, . .	343	297	.86-59				
21	Leyden, . .	118	109	.92-80	54	Brighton, .	654	565	.86-47				
22	N. Chelsea, .	132	122	.92-80	55	Lynn, . . .	3,618	3,121	.86-26				
23	Boylston, .	172	159	.92-44	56	Ashburnham,	461	397	.86-23				
24	Orange, . .	330	303	.91-97	57	W. Roxbury,	951	820	.86-23				
25	Bellingham,	272	249	.91-73	58	Upton, . . .	346	298	.86-13				
26	Oakham, . .	178	163	.91-57	59	Marblehead,	1,266	1,087	.85-90				
27	Nahant, . .	71	65	.91-55	60	Raynham, .	310	266	.85-81				
28	Belmont, .	194	177	.91-49	61	Ashland, .	290	247	.85-17				
29	Swampscott,	258	236	.91-47	62	Wayland, .	238	202	.85-08				
30	Spencer, .	536	490	.91-42	63	Tisbury, . .	394	335	.85-03				
31	Berlin, . .	184	168	.91-30	64	Wendell, .	136	115	.84-93				
32	Templeton, .	494	541	.91-30	65	N. Brookfield	556	472	.84-89				
33	Boxborough,	87	79	.90-80	66	Erving, . .	115	97	.84-78				

TOWNS.		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.	TOWNS.		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
67	Seekonk, .	454	384	.84-69	115	Duxbury, .	483	384	.79-61
68	Greenwich, .	123	104	.84-55	116	Norton, . .	382	304	.79-58
69	Charlestown, .	4,194	3,543	.84-48	117	Boxford, . .	222	176	.79-50
70	Phillipston, .	166	140	.84-34	118	Charlton, . .	412	327	.79-37
71	Leominster, .	670	564	.84-18	119	Ipswich, . .	545	431	.79-17
72	Monson, . .	469	394	.84-01	120	Chesterfield, .	165	130	.79-09
73	Gill, . . .	155	130	.83-87	121	Montague, . .	370	292	.79-05
74	Plainfield, .	99	83	.83-84	122	Blandford, . .	254	200	.78-94
75	Lakeville, .	203	170	.83-74	123	Petersham, . .	308	243	.78-90
76	Hopkinton, .	687	575	.83-70	124	Townsend, . .	417	329	.78-90
77	Dennis, . .	748	624	.83-49	125	Cambridge, .	4,891	3,858	.78-88
78	Wales, . .	121	101	.83-47	126	Stow, . . .	326	257	.78-83
79	Roxbury, .	4,787	3,995	.83-46	127	Lowell, . .	5,686	4,481	.78-82
80	Bolton, . .	285	237	.83-33	128	Swansey, . .	262	206	.78-82
81	Waltham, .	1,106	920	.83-18	129	Natick, . .	934	736	.78-80
82	Quincy, . .	1,412	1,171	.82-97	130	Kingston, . .	297	234	.78-79
83	Florida, . .	123	102	.82-93	131	Bridgewater	661	520	.78-74
84	Groton, . .	558	462	.82-89	132	Sharon, . .	268	211	.78-73
85	Stoneham, .	531	440	.82-86	133	Marion, . .	190	149	.78-68
86	Hanson, . .	251	207	.82-47	134	Sudbury, . .	319	250	.78-37
87	Sunderland, .	204	168	.82-35	135	Dracut, . .	346	271	.78-32
88	Princeton, .	251	206	.82-27	136	Huntington, .	251	196	.78-29
89	E. Bridgew'r, .	611	502	.82-16	137	Russell, . .	115	90	.78-26
90	Cohasset, .	378	310	.82-01	138	Springfield, .	2,472	1,934	.78-24
91	Rochester, .	229	187	.81-88	139	Pepperell, . .	333	260	.78-23
92	Holden, . .	411	336	.81-87	140	Chatham, . .	627	490	.78-15
93	Northboro', .	262	214	.81-68	141	Dighton, . .	355	277	.78-03
94	Acton, . .	372	303	.81-59	142	Sutton, . .	462	360	.78-03
95	Holliston, .	669	545	.81-54	143	Southboro', .	341	266	.78-01
96	Essex, . .	289	235	.81-49	144	Monroe, . .	50	39	.78-00
97	Randolph, .	1,246	1,015	.81-46	145	Somerset, . .	360	280	.77-92
98	New Bedford	3,810	3,101	.81-40	146	Brookfield, .	438	341	.77-85
99	Wrentham, .	661	537	.81-32	147	Danvers, . .	1,004	780	.77-74
100	Gardner, . .	521	420	.80-61	148	Middleboro', .	925	718	.77-62
101	Belchertown	520	419	.80-58	149	Methuen, . .	459	355	.77-45
102	Watertown, .	607	489	.80-56	150	Hadley, . .	352	272	.77-41
103	Middleton, .	202	162	.80-45	151	Tewksbury, .	228	176	.77-41
104	Marshfield, .	378	303	.80-29	152	Franklin, . .	420	325	.77-38
105	Eastham, . .	147	118	.80-27	153	Winchester, .	420	324	.77-26
106	Edgartown, .	365	293	.80-27	154	S. Reading, .	605	467	.77-19
107	Reading, . .	540	433	.80-19	155	Ashby, . .	196	151	.77-04
108	Sterling, . .	350	280	.80-00	156	Rehoboth, . .	418	322	.77-03
109	Barre, . .	519	415	.79-96	157	Deerfield, . .	628	483	.76-99
110	Lynnfield, .	153	122	.79-74	158	Stoughton, . .	1,028	791	.76-99
111	Amesbury, .	663	528	.79-71	159	Georgetown, .	381	293	.76-90
112	Medford, . .	940	749	.79-68	160	Marlboro', . .	987	759	.76-90
113	Carlisle, . .	123	98	.79-67	161	Halifax, . .	172	132	.76-74
114	Somerville, .	1,494	1,190	.79-65	162	Holyoke, . .	730	560	.76-71

SCHOOL RETURNS.

lxxvii

TOWNS.		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.	TOWNS.		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
163	Mansfield, .	428	328	.76-64	211	Shutesbury,	196	142	.72-70
164	Otis, . . .	186	142	.76-61	212	Pembroke, .	258	187	.72-67
165	Chicopee, .	1,150	879	.76-43	213	Northbridge,	556	403	.72-57
166	Haverhill, .	1,644	1,255	.76-34	214	Yarmouth, .	536	389	.72-57
167	Sturbridge, .	449	342	.76-28	215	Bedford, . .	187	135	.72-46
168	Buckland, .	341	260	.76-25	216	Pelham, . . .	165	119	.72-42
169	Nantucket, .	1,045	791	.75-74	217	Williamsburg	351	254	.72-36
170	Leicester, .	528	399	.75-66	218	Canton, . . .	642	464	.72-35
171	Provincetown	659	498	.75-64	219	Scituate, . .	453	327	.72-30
172	Dedham, . .	1,184	894	.75-55	220	Walpole, . .	364	262	.72-12
173	N. Reading, .	226	170	.75-44	221	Bernardston,	200	144	.72-00
174	S. Danvers, .	1,293	975	.75-41	222	Saugus, . . .	416	299	.71-88
175	Heath, . . .	144	108	.75-35	223	Berkley, . . .	199	143	.71-86
176	Weymouth, .	1,498	1,128	.75-33	224	Fairhaven, .	716	514	.71-86
177	Hamilton, . .	158	118	.75-00	225	Washington,	179	128	.71-79
178	Hatfield, . .	230	172	.75-00	226	Dover,	154	110	.71-43
179	Montgomery, .	74	55	.75-00	227	Attleboro', .	1,215	867	.71-40
180	S. Scituate, .	348	260	.74-86	228	W. Camb'ge,	468	333	.71-26
181	Northfield, .	340	254	.74-85	229	Richmond, . .	198	141	.71-21
182	Sandisfield, .	317	236	.74-61	230	Boston, . . .	32641	23222	.71-14
183	Westfield, . .	924	689	.74-57	231	Hull,	45	32	.71-11
184	Shrewsbury, .	294	219	.74-49	232	Hardwick, . .	325	231	.71-08
185	Easton, . . .	593	441	.74-45	233	Sherborn, . .	240	170	.71-04
186	Goshen, . . .	90	67	.74-44	234	Truro,	412	292	.70-99
187	Oxford, . . .	549	408	.74-41	235	Acushnet, . .	280	198	.70-89
188	Barnstable, .	1,054	783	.74-34	236	Harwich, . . .	832	588	.70-73
189	Shirley, . . .	270	200	.74-26	237	Fitchburg, . .	1,323	929	.70-22
190	Newbury, . .	285	211	.74-04	238	Brimfield, . .	281	197	.70-11
191	Falmouth, . .	539	399	.74-03	239	Melrose, . . .	517	361	.69-92
192	Hanover, . .	302	223	.74-01	240	Charlemont, .	246	171	.69-72
193	Enfield, . . .	219	162	.73-97	241	Groveland, . .	260	181	.69-62
194	Abington, . .	1,703	1,259	.73-93	242	Taunton, . . .	2,967	2,065	.69-62
195	Braintree, . .	684	505	.73-90	243	Middlefield, .	154	107	.69-48
196	Andover, . .	780	576	.73-85	244	Carver,	214	148	.69-39
197	Wenham, . . .	226	166	.73-67	245	Brewster, . . .	300	208	.69-33
198	Winthrop, . .	91	67	.73-63	246	N. Braintree,	190	131	.69-21
199	Winchendon, .	501	368	.73-45	247	Dudley,	384	265	.69-01
200	Newton, . . .	1,492	1,095	.73-39	248	Savoy,	195	134	.68-97
201	Prescott, . .	139	102	.73-38	249	Gloucester, . .	2,272	1,567	.68-88
202	Malden, . . .	1,126	825	.73-31	250	Greenfield, . .	627	431	.68-82
203	Whately, . . .	178	130	.73-31	251	Westport, . . .	610	419	.68-69
204	Westminster, .	409	299	.73-23	252	Chilmark, . . .	133	91	.68-42
205	Lunenburg, .	233	170	.73-18	253	Rowley,	288	197	.68-40
206	Chelmsford, .	460	336	.73-15	254	W. Bridgew'r	371	253	.68-33
207	Billerica, . .	386	282	.73-06	255	Grafton,	883	602	.68-23
208	Windsor, . . .	189	138	.73-02	256	Peru,	107	73	.68-22
209	Wellfleet, . .	536	391	.72-95	257	N. Bridgew'r,	1,263	857	.67-85
210	Wilmington, .	164	119	.72-87	258	Medfield, . . .	188	127	.67-82

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
259	Milford, . .	1,775	1,200	.67-63	298	Amherst, .	616	381	.61-93
260	Plympton, .	223	150	.67-49	299	Ludlow, . .	275	169	.61-64
261	Chester, . .	302	203	.67-38	300	Dartmouth, .	790	486	.61-58
262	Rockport, .	694	467	.67-29	301	Conway, . .	388	238	.61-34
263	Wareham, .	728	489	.67-24	302	Freetown, .	342	207	.60-67
264	Millbury, .	693	465	.67-10	303	Newburyport	2,636	2,289	.60-26
265	Dalton, . .	224	149	.66-52	304	Northampton	1,292	775	.60-02
266	Shelburne, .	285	189	.66-49	305	Tolland, . .	130	78	.60-00
267	Worcester, .	4,824	3,205	.66-45	306	W. Boylston,	526	314	.59-79
268	Clarksburg, .	80	53	.66-25	307	Easthampton	323	193	.59-75
269	Burlington, .	98	64	.65-82	308	Salisbury, .	758	450	.59-37
270	Rowe, . . .	174	114	.65-80	309	Hinsdale, .	325	192	.59-08
271	Blackstone, .	969	636	.65-63	310	Adams, . .	1,314	774	.58-90
272	Clinton, . .	675	442	.65-55	311	Milton, . .	599	348	.58-10
273	W. Stockb'ge	349	228	.65-47	312	Lanesboro', .	271	157	.57-93
274	Longmeadow	249	163	.65-46	313	Hingham, .	837	484	.57-89
275	Beverly, . .	1,158	757	.65-41	314	Southampton	227	130	.57-49
276	Bradford, .	267	174	.65-36	315	W. Springfi'd,	388	223	.57-47
277	Needham, .	561	366	.65-33	316	Gt. Barringt'n	713	409	.57-43
278	Egremont, .	192	125	.65-10	317	W. Newbury,	446	255	.57-17
279	Foxborough, .	487	316	.64-99	318	Topsfield, .	251	141	.56-37
280	Concord, .	490	317	.64-80	319	Cheshire, .	354	197	.55-79
281	N. Andover, .	442	286	.64-71	320	Mattapoisett,	276	153	.55-43
282	Alford, . .	120	77	.64-58	321	Sandwich, .	964	530	.55-03
283	Tyringham, .	160	103	.64-37	322	Hancock, .	180	99	.55-00
284	Westhampt'n	122	78	.64-34	323	Pittsfield, .	1,784	958	.53-73
285	Douglas, .	534	343	.64-33	324	Webster, .	575	307	.53-48
286	Manchester, .	373	239	.64-08	325	Granville, .	256	136	.53-32
287	Lee, . . .	888	566	.63-74	326	Pawtucket, .	855	451	.52-75
288	Palmer, . .	794	505	.63-66	327	Fall River, .	3,221	1,692	.52-53
289	N. Marlboro',	366	232	.63-39	328	New Ashford	43	22	.51-16
290	Becket, . .	339	214	.63-27	329	Stockbridge,	405	204	.50-37
291	Ware, . . .	742	468	.63-14	330	Westford, .	321	161	.50-31
292	Monterey, .	179	113	.63-13	331	Lenox, . .	403	189	.46-90
293	Williamstown	507	319	.63-02	332	Sheffield, .	610	281	.46-15
294	Southbridge,	766	479	.62-60	333	Lawrence, .	3,171	1,299	.40-96
295	Agawam, .	304	189	.62-34	334	Mt. Washing'n	97	37	.38-14
296	Salem, . .	3,684	2,289	.62-15		Marshpee, .	68	47	.69-12
297	Wilbraham, .	392	243	.62-12					

GRADUATED TABLES—THIRD SERIES.

Table, in which all the Towns in the respective Counties in the State, are numerically arranged, according to the mean average attendance of their children upon the Public Schools, for the year 1860-61.

[For an explanation of the principle on which these Tables are constructed, see *ante* p. 74.]

SUFFOLK COUNTY.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	CEHLSEA, .	2,282	2,125	.93-12	3	Winthrop, .	91	67	.73-63
2	N. Chelsea, .	132	122	.92-80	4	Boston, . .	32641	23222	.71-14

ESSEX COUNTY.

1	NAHANT, .	71	65	.91-55	18	Andover, .	780	576	.73-85
2	Swampscott, .	258	236	.91-47	19	Wenham, .	226	166	.73-67
3	Lynn, . . .	3,618	3,121	.86-26	20	Saugus, . .	416	299	.71-88
4	Marblehead, .	1,266	1,087	.85-90	21	Groveland, .	260	181	.69-62
5	Essex, . . .	289	235	.81-49	22	Gloucester, .	2,272	1,565	.68-88
6	Middleton, .	202	162	.80-45	23	Rowley, . .	288	197	.68-40
7	Lynnfield, .	153	122	.79-74	24	Rockport, .	694	467	.67-29
8	Amesbury, .	663	528	.79-71	25	Beverly, . .	1,158	757	.65-41
9	Boxford, . .	222	176	.79-50	26	Bradford, .	267	174	.65-36
10	Ipswich, . .	545	431	.79-17	27	N. Andover, .	442	286	.64-71
11	Danvers, . .	1,004	780	.77-74	28	Manchester, .	373	239	.64-08
12	Methuen, . .	459	355	.77-45	29	Salem, . . .	3,684	2,289	.62-15
13	Georgetown, .	381	293	.76-90	30	Newburyport	2,636	3,177	.60-26
14	Haverhill, .	1,644	1,255	.76-34	31	Salisbury, .	758	450	.59-37
15	S. Danvers, .	1,293	975	.75-41	32	W. Newbury	446	255	.57-17
16	Hamilton, . .	158	118	.75-00	33	Topsfield, .	251	141	.56-37
17	Newbury, . .	285	211	.74-04	34	Lawrence, .	3,171	1,299	.40-96

MIDDLESEX COUNTY.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	DUNSTABLE,	70	82	1.17-14	27	Cambridge, .	4,891	3,858	.78-88
2	Tyngsboro', .	112	124	1.11-16	28	Stow, . .	326	257	.78-83
3	Lexington, .	322	314	.97-52	29	Lowell, . .	5,686	4,481	.78-82
4	Weston, . .	216	200	.92-82	30	Natick, . .	934	736	.78-80
5	Belmont, . .	194	177	.91-49	31	Sudbury, .	319	250	.78-37
6	Boxborough, .	87	79	.90-80	32	Dracut, . .	346	271	.78-32
7	Framingham	762	674	.88-52	33	Pepperell, .	333	260	.78-23
8	Lincoln, . .	121	107	.88-43	34	Tewksbury,	228	176	.77-41
9	Littleton, .	174	151	.86-78	35	Winchester,	420	324	.77-26
10	Woburn, . .	1,162	1,007	.86-70	36	S. Reading,	605	467	.77-19
11	Brighton, .	654	565	.86-47	37	Ashby, . .	196	151	.77-04
12	Ashland, . .	290	247	.85-17	38	Marlboro', .	987	759	.76-90
13	Wayland, . .	238	202	.85-08	39	N. Reading,	226	170	.75-44
14	Charlestown,	4,194	3,543	.84-48	40	Shirley, . .	270	200	.74-26
15	Hopkinton, .	687	575	.83-70	41	Newton, . .	1,492	1,095	.73-39
16	Waltham, . .	1,106	920	.83-18	42	Malden, . .	1,126	825	.73-31
17	Groton, . . .	558	462	.82-89	43	Chelmsford,	460	336	.73-15
18	Stoneham, .	531	440	.82-86	44	Billerica, .	386	282	.73-06
19	Acton, . . .	372	303	.81-59	45	Wilmington,	164	119	.72-87
20	Holliston, .	669	545	.81-54	46	Bedford, . .	187	135	.72-46
21	Watertown,	607	489	.80-56	47	W. Camb'ge,	468	333	.71-26
22	Reading, . .	540	433	.80-19	48	Sherborn, .	240	170	.71-04
23	Medford, . .	940	749	.79-68	49	Melrose, . .	517	361	.69-92
24	Carlisle, . .	123	98	.79-67	50	Burlington, .	98	64	.65-82
25	Somerville, .	1,494	1,190	.79-65	51	Concord, . .	490	317	.64-80
26	Townsend, .	417	329	.78-90	52	Westford, .	321	161	.50-31

WORCESTER COUNTY.

1	ROYALSTON,	295	292	.99-15	14	Uxbridge, .	501	450	.89-92
2	Lancaster, .	274	271	.98-91	15	Warren, . .	345	309	.89-71
3	Mendon, . .	263	258	.98-10	16	Westboro', .	490	429	.87-65
4	Dana, . . .	185	178	.96-49	17	Hubbardston	357	311	.87-25
5	Athol, . . .	540	519	.96-11	18	Paxton, . .	142	123	.86-97
6	Auburn, . .	156	146	.93-91	19	W. Brookfield	279	242	.86-92
7	Boylston, .	172	159	.92-44	20	Ashburnham	461	397	.86-23
8	Oakham, . .	178	163	.91-57	21	Upton, . . .	346	298	.86-13
9	Spencer, . .	536	490	.91-42	22	N. Brookfield	556	472	.84-89
10	Berlin, . . .	184	168	.91-30	23	Phillipston, .	166	140	.84-34
11	Templeton, .	494	541	.91-30	24	Leominster,	670	564	.84-18
12	Rutland, . .	233	211	.90-77	25	Bolton, . . .	285	237	.83-33
13	Harvard, . .	273	247	.90-66	26	Princeton, .	251	206	.82-27

SCHOOL RETURNS.

lxxxix

WORCESTER COUNTY—CONTINUED.

TOWNS.				TOWNS.			

BOARD OF EDUCATION.

HAMPDEN COUNTY—CONTINUED.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
11	Westfield, .	924	689	.74-57	17	Wilbraham,	392	243	.62-12
12	Brimfield, .	281	197	.70-11	18	Ludlow, . .	275	169	.61-44
13	Chester, . .	302	203	.67-33	19	Tolland, . .	130	78	.60-00
14	Longmeadow	249	163	.65-46	20	W. Springfi'd	388	223	.57-47
15	Palmer, . .	794	505	.63-66	21	Granville, .	256	136	.53-32
16	Agawam, . .	304	189	.62-34					

FRANKLIN COUNTY.

1	WARWICK, .	185	203	1.10-00	14	Monroe, . .	50	39	.78-00
2	Hawley, . .	131	134	1.02-29	15	Deerfield, .	628	483	.76-99
3	New Salem,	229	214	.93-67	16	Buckland, .	341	260	.76-25
4	Coleraine, .	343	320	.93-29	17	Heath, . .	144	108	.75-35
5	Leyden, . .	118	109	.92-80	18	Northfield, .	340	254	.74-85
6	Orange, . .	330	303	.91-97	19	Whately, .	178	130	.73-31
7	Leverett, .	210	187	.89-29	20	Shutesbury,	196	142	.72-70
8	Ashfield, .	224	199	.89-06	21	Bernardston,	200	144	.72-00
9	Wendell, .	136	115	.84-93	22	Charlemont,	246	171	.69-72
10	Erving, . .	115	97	.84-78	23	Greenfield, .	627	431	.68-82
11	Gill, . . .	155	130	.83-87	24	Shelburne, .	285	189	.66-49
12	Sunderland,	204	168	.82-35	25	Rowe, . .	174	114	.65-80
13	Montague, .	370	292	.79-05	26	Conway, . .	388	238	.61-34

BERKSHIRE COUNTY.

1	FLORIDA, .	123	102	.82-93	17	Becket, . .	339	214	.63-27
2	Otis, . . .	186	142	.76-61	18	Monterey, .	179	113	.63-13
3	Sandisfield, .	317	236	.74-61	19	Williamstown	507	319	.63-02
4	Windsor, . .	189	138	.73-02	20	Hinsdale, .	325	192	.59-08
5	Washington,	179	128	.71-79	21	Adams, . .	1,314	774	.58-90
6	Richmond, .	198	141	.71-21	22	Lanesboro', .	271	157	.57-93
7	Savoy, . .	195	134	.68-97	23	Gt. Barringt'n	713	409	.57-43
8	Peru, . . .	107	73	.68-22	24	Cheshire, .	354	197	.55-79
9	Dalton, . .	224	149	.66-52	25	Hancock, .	180	99	.55-00
10	Clarksburg, .	80	53	.66-25	26	Pittsfield, .	1,784	958	.53-73
11	W. Stockb'ge	349	228	.65-47	27	New Ashford	43	22	.51-16
12	Egremont, .	192	125	.65-10	28	Stockbridge,	405	204	.50-37
13	Alford, . .	120	77	.64-58	29	Lenox, . .	403	189	.46-90
14	Tyringham, .	160	103	.64-37	30	Sheffield, .	610	281	.46-15
15	Lee, . . .	888	566	.63-74	31	Mt. Wash'ton,	97	37	.38-14
16	N. Marlboro',	366	232	.63-39					

SCHOOL RETURNS.

lxxxiii

NORFOLK COUNTY.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	BROOKLINE,	693	674	.97-26	13	Stoughton, .	1,028	791	.76-99
2	Bellingham,	272	249	.91-73	14	Dedham, .	1,184	894	.75-55
3	Medway, .	536	479	.89-46	15	Weymouth, .	1,498	1,128	.75-33
4	Dorchester, .	1,727	1,507	.87-26	16	Braintree, .	684	505	.73-90
5	W. Roxbury,	951	820	.86-23	17	Canton, . .	642	464	.72-35
6	Roxbury, .	4,787	3,995	.83-46	18	Walpole, .	364	262	.72-12
7	Quincy, . .	1,412	1,171	.82-97	19	Dover, . . .	154	110	.71-43
8	Cohasset, .	378	310	.82-01	20	Medfield, .	188	127	.67-82
9	Randolph, .	1,246	1,015	.81-46	21	Needham, .	561	366	.65-33
10	Wrentham, .	661	537	.81-32	22	Foxborough,	487	316	.64-99
11	Sharon, . .	268	211	.78-73	23	Milton, . . .	599	348	.58-10
12	Franklin, .	420	325	.77-38					

BRISTOL COUNTY.

1	RAYNHAM, .	310	266	.85-81	11	Berkley, .	199	143	.71-86
2	Seekonk, .	454	384	.84-69	12	Fairhaven, .	716	514	.71-86
3	N. Bedford, .	3,810	3,101	.81-40	13	Attleboro', .	1,215	867	.71-40
4	Norton, . .	382	304	.79-58	14	Acushnet, .	280	198	.70-89
5	Swansey, .	262	206	.78-82	15	Taunton, .	2,967	2,065	.69-62
6	Dighton, .	355	277	.78-03	16	Westport, .	610	419	.68-69
7	Somerset, .	360	280	.77-92	17	Dartmouth, .	790	486	.61-58
8	Rehoboth, .	418	322	.77-03	18	Freetown, .	342	207	.60-67
9	Mansfield, .	428	328	.76-64	19	Pawtucket, .	855	451	.52-75
10	Easton, . .	593	441	.74-45	20	Fall River, .	3,221	1,692	.52-53

PLYMOUTH COUNTY.

1	PLYMOUTH,	1,278	1,154	.90-34	14	Hanover, .	302	223	.74-01
2	Lakeville, .	203	170	.83-74	15	Abington, .	1,703	1,259	.73-93
3	Hanson, . .	251	207	.82-47	16	Pembroke, .	258	187	.72-67
4	E. Bridgew'r,	611	502	.82-16	17	Scituate, .	453	327	.72-30
5	Rochester, .	229	187	.81-88	18	Hull, . . .	45	32	.71-11
6	Marshfield, .	378	303	.80-29	19	Carver, . . .	214	148	.69-39
7	Duxbury, .	483	384	.79-61	20	W. Bridgew'r,	371	253	.68-33
8	Kingston, .	297	234	.78-79	21	N. Bridgew'r,	1,263	857	.67-85
9	Bridgewater,	661	520	.78-74	22	Plympton, .	223	150	.67-49
10	Marion, . .	190	149	.78-68	23	Wareham, .	728	489	.67-24
11	Middleboro',	925	718	.77-62	24	Hingham, .	837	484	.57-89
12	Halifax, . .	172	132	.76-74	25	Mattapoisett,	276	153	.55-43
13	S. Scituate, .	348	260	.74-86					

BARNSTABLE COUNTY.

TOWNS.				No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.
1	ORLEANS, .	343	297	.86-59		
2	Dennis, . .	748	624	.83-49		
3	Eastham, . .	147	118	.80-27		
4	Chatham, . .	627	490	.78-15		
5	Provinceto'n,	659	498	.75-64		
6	Barnstable,. .	1,054	783	.74-34		
7	Falmouth, . .	539	399	.74-03		

TOWNS.				No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.
8	Wellfleet, . .	536	391	.72-95		
9	Yarmouth, . .	536	389	.72-57		
10	Truro, . . .	412	292	.70-99		
11	Harwich, . .	832	588	.70-73		
12	Brewster, . .	300	208	.69-33		
13	Marshpee, . .	68	47	.69-12		
14	Sandwich, . .	964	530	.55-03		

SCHOOL RETURNS.

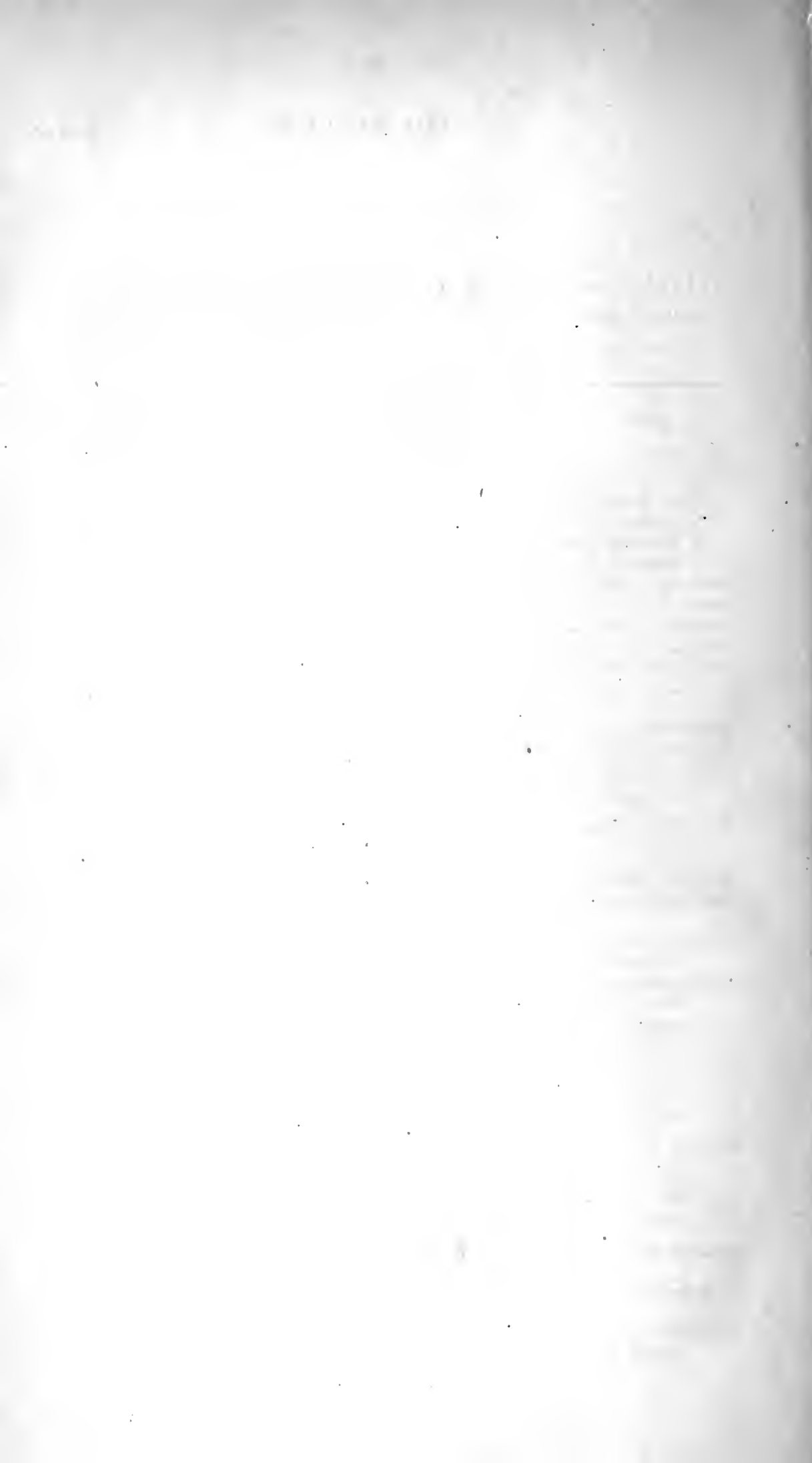
LXXXV

TABLE, in which all the Counties are numerically arranged, according to the AVERAGE ATTENDANCE of their children upon the Public Schools, for the year 1860-61.

For 1859-60	For 1860-61.	COUNTIES.	Ratio of attend., &c.
1	1	DUKES, . . . . .	.80-61
6	2	Norfolk, . . . . .	.80-09
2	3	Middlesex, . . . . .	.79-72
3	4	Franklin, . . . . .	.79-17
10	5	Nantucket, . . . . .	.75-74
5	6	Worcester, . . . . .	.75-47
8	7	Plymouth, . . . . .	.74-73
13	8	Hampden, . . . . .	.73-01
9	9	Barnstable, . . . . .	.72-85
4	10	Suffolk, . . . . .	.72-66
7	11	Hampshire, . . . . .	.71-57
12	12	Bristol, . . . . .	.69-78
11	13	Essex, . . . . .	.68-83
14	14	Berkshire, . . . . .	.59-65

MEAN AVERAGE ATTENDANCE FOR THE STATE.

Number of children between 5 and 15 years of age in the State, .	231,480
Mean average attendance,	170,875
Ratio of attendance to the whole number of children between 5 and 15, expressed in decimals, . . . . .	.74



INDEX.

REPORT OF BOARD OF EDUCATION AND OF ITS SECRETARY.

- Absenteeism, 122, *et seq.* (See attendance.)
- Abstracts of School Reports, 3, *et seq.* (See Abstracts of School Reports.)
- Agents of Board, 12, 52.
 - expense of, 52.
 - resolutions of State Association of Teachers respecting, 53, 112.
 - lectures of, 113.
- American Institute of Instruction, origin and object of, 18.
- Arnold, James, New Bedford, donation of, to library of Bridgewater Normal School, 11, 35.
- Associations of Teachers, of State and Counties. (See Teachers' Associations.)
- Attendance upon Public Schools, 97, 99.
 - method of ascertaining percentage of, 99.
 - record of, to be kept for each half-day, 100.
- Board of Education, Report of, 5.
- Bowditch, Nathaniel Ingersoll, bequest of, to Salem Normal School, and notice of, 11.
- Bridgewater Normal School, statistics of, 7, 35, 55.
 - enlargement of building for, and plan of, 8, 33.
 - establishment and Principals of, 54.
 - Report of Visitors of, 33.
- Dictionaries furnished by the State, 51.
- District School Libraries, establishment and history of, 50.
- Emerson, George B., letter of, to Thomas Lee, 10.
 - Report of, as Treasurer of the Board, 42.
- Evening Schools, authorized by law, 75.
 - circular issued for information concerning them, 75.
 - replies to circular, 76, *et seq.*
 - in city of New York, 87, *et seq.*
 - in Providence, Rhode Island, 91.
 - in England and Wales, 92.
 - conclusions respecting, 93.
- Framingham Normal School, statistics of, 7, 21, 55.
 - Report of Visitors of, 21.
 - establishment and Principals of, 54.
- Free Scholarships in Colleges, 12.
- High Schools, 110, 127.
- Institutes for Teachers. (See Teachers' Institutes.)
- Lee, Thomas, donation of, to Normal Schools, to encourage art of reading, 10, 40.
 - letter of, 11.

Massachusetts Teachers' Association, organization and doings of, 18.
resolutions of, 53.

Massachusetts Teacher, commencement and publication of, 18.

Normal Schools, importance of, 5, 57.
studies and results of, 23 *et seq.*
statistics of, 67, 55.
donation to, by Thomas Lee, 10.
physical exercise in, 23, 36.
origin and history of, 53.
expenditures for, 56.
classes of society benefited by, 55.
reducing number of, 57.

Northrop, B. G., Agent of the Board, 12.
resolutions of State Association of Teachers respecting, 53.
Report of, 112.

Report of Board of Education, 5.

Report of Visitors of the Normal School, at Framingham, 21.
at Westfield, 27.
at Bridgewater, 33.
at Salem, 37.

Report of Treasurer of the Board, 42.

Report of Secretary of the Board, 48.

Report of Agent of the Board, 112,
object of his labors, 113,

Report of School Committees, 94. (See Abstracts.)

Salem Normal School, statistics of, for the year, 7, 37, 55.
bequest to, by Nathaniel Ingersoll Bowditch, 11, 39.
Report of Visitors of, 37.
donations to, 39.
establishment and Principals of, 54.

School Committees' Reports, abstracts of. (See Abstracts.)
value of, 94.

School District Libraries, 50.

School Fund, 13, 48.

School Gymnastics, 127.

School-Houses, 126.

School Returns, annual aggregate of, for twenty-five years, 161.
advance shown by, in twenty years, 107, 108, *et seq.*

Schools Evening. (See Evening Schools.)

Schools Public, spelling and reading in, 94 *et seq.*

summary of statistics of, for 1860-61, 97.
statistics of, for past twenty-five years, 102.
progress of, for twenty years, 107, 108, 109.
progress of, 110.
visitation of, 117.
expulsion from, 118.
higher studies of, 119, 120.
premature graduation from, 120.
use of Keys in, 121.
text-books in, 121.
truancy in and absenteeism, 122.

Secretary of Board of Education, entered upon duties of his office, 5

- Spelling and Reading, deficiency in, 94, 115.
 - means of improving in, 115, 116.
 - causes of neglect of, in Public Schools, 95, 96.
- State Scholarships, 12.
 - establishment of, 58.
 - first division of State into sections for, 58.
 - appointments to, failures, and payments, 62.
 - statute concerning, modified by the General Statutes, 63.
 - second division of the State into districts for, 63.
- Statistics of Public Schools, for twenty-five years, 101, 102, *et seq.*
- Teachers' Associations, resolves of Board relating to, 13.
 - aided by the State, 13.
 - history and organization of, in the several counties, 14, *et seq.* \
 - for the State. (See Massachusetts Teachers' Association.)
 - for towns, 19.
- Teachers' Institutes, 12.
 - when and where held, 65, 72.
 - attendance on, 66, 69, 73, 74.
 - lecturers and teachers for, 66.
 - history and success of, 66, *et seq.*
 - usefulness of, 69, *et seq.*
 - expenditures for, 74.
 - labors of agents for, 125.
 - favor of railroad companies, &c. to, 126.
- Treasurer's Report, 42.
- Truancy, 122.
- Westfield Normal School, statistics of, 7, 30, 55.
 - Report of Visitors of, 27.
 - donation to Library of, by A. G. Boyden, 30.
 - death of teacher of, P. M. Slocum, 28.
 - establishment and Principals of, 54.

ABSTRACT OF SCHOOL REPORTS.

Towns from whose Reports extracts are taken. (For index of topics see pages that follow.)

	Page.		Page.
Acton,	54	East Bridgewater,	209
Acushnet,	189	Eastham,	221
Adams,	163	Easton,	193
Agawam,	138	Edgartown,	228
Amesbury,	14	Enfield,	131
Andover,	15	Essex,	24
Athol,	93		
Attleborough,	190	Fairhaven,	194
Auburn,	94	Fall River,	195
		Fitchburg,	102
Barnstable,	220		
Barre,	95	Gardner,	102
Becket,	164	Georgetown,	24
Belchertown,	128	Gloucester,	25
Berlin,	96	Great Barrington,	165
Beverly,	18	Groton,	74
Billerica,	55	Groveland,	28
Blackstone,	96		
Blandford,	139	Hadley,	132
Boston,	3	Hanover,	210
Boxborough,	56	Hanson,	211
Boxford,	21	Hardwick,	104
Boylston,	98	Harvard,	105
Bridgewater,	206	Harwich,	222
Brighton,	57	Hatfield,	133
Brookfield,	98	Hawley,	160
Burlington,	58	Heath,	160
		Hinsdale,	166
Cambridge,	58	Holden,	106
Carver,	208	Hubbardston,	107
Charlestown,	68		
Charlemont,	155	Ipswich,	29
Charlton,	99		
Chelmsford,	69	Kingston,	213
Chelsea,	10		
Chesterfield,	129	Lancaster,	108
Chicopee,	140	Lanesborough,	167
Clarksburg,	165	Lawrence,	31
Cohasset,	176	Lincoln,	75
Coleraine,	156	Lowell,	76
Concord,	70	Lynn,	33
Conway,	158		
Cummington,	130	Manchester,	35
		Mansfield,	196
Dana,	100	Marblehead,	37
Danvers,	22	Marion,	215
Dedham,	177	Medford,	78
Deerfield,	159	Melrose,	80
Dorchester,	179	Mendon,	108
Douglas,	101	Methuen,	39
Dunstable,	73	Middlefield,	134

INDEX.

xcī

	Page.		Page.
Middleton,	40	Sherborn,	89
Milford,	109	Shutesbury,	161
Milton,	180	Somerville,	89
Monson,	141	South Danvers,	50
Monterey,	168	Southborough,	119
		Southbridge,	121
Nahant,	41	South Hadley,	136
Nantucket,	231	South Scituate,	217
Natick,	82	Spencer,	122
Needham,	183	Springfield,	143
New Bedford,	197	Stockbridge,	172
New Braintree,	111	Stoughton,	187
Newburyport,	41	Sunderland,	162
New Salem,	161	Swampscott,	51
Newton,	83	Swanzy,	201
North Andover,	42		
Northborough,	112	Taunton,	202
North Bridgewater,	216	Tisbury,	230
North Brookfield,	113	Truro,	225
Norton,	198		
		Upton,	122
Orleans,	115	Uxbridge,	124
Oxford,	222		
		Wareham,	218
Pembroke,	216	Webster,	125
Peru,	169	Westborough,	126
Phillipston,	116	West Bridgewater,	219
Pittsfield,	169	Westfield,	149
Plainfield,	134	Westhampton,	137
Provincetown,	224	Westminster,	126.
		West Roxbury,	188
Quincy,	184	West Springfield,	149
		Whately,	162
Reading,	87	Wilbraham,	152
Richmond,	171	Williamstown,	175
Roxbury,	185	Winchester,	90
Rutland,	117	Winthrop,	13
		Woburn,	92
Salem,	44	Worcester,	127
Salisbury,	47		
Sandisfield,	172	Yarmouth,	226
Saugus,	48	Marshpee,	232

TOPICS IN THE ABSTRACTS OF REPORTS OF SCHOOL COMMITTEES.

- Absenteeism, 25, 40, 42, 47, 49, 74, 75, 89, 94, 101, 109, 122, 125, 126, 130, 135, 182, 193, 201, 202, 208, 212, 213, 215, 216, 222, 225, 226, 231.
- Alphabet Schools, 6, 33, 59.
- Apparatus, 70, 111, 162, 203.
- Dismissal of Scholars, 47, 82, 126, 180, 215.
- District System, 95, 97, 115, 138, 152, 156, 160, 167, 178, 184, 185, 189, 204, 223, 227.
- Education, object of, 46, 47, 74, 91, 92, 144, 150.
political importance of, 81, 86, 93, 107, 172, 207, 227.
- Evening Schools, 76, 149, 195, 198.
- Examinations, 3, 61.
- Female Teachers, 50, 120, 121, 171.
- Grammar Schools, studies of, 61.
organization of, 62, 102.
- High Schools, one session of, 148.
usefulness of, 217.
- Institutes for Teachers, 54, 113, 132.
- Library for the Town, 108.
- Moral Instruction, 26, 39, 81, 140, 145, 150, 224.
- Music, 52, 53, 55.
- Municipal System, 205.
- Normal Schools, teachers from, 17, 132, 183.
- Order of School, 109, 49, 129.
- Parents, relation of, to teachers, 4, 14, 23, 40, 48, 56, 58, 79, 99, 119, 128, 134, 159, 190, 194, 220.
duty of, to schools, 10, 13, 17, 27, 28, 35, 40, 41, 53, 70, 72, 73, 75, 78, 82, 83, 89, 98, 99, 103, 108, 112, 118, 127, 133, 139, 141, 151, 156, 158, 159, 160, 161, 164, 169, 177, 180, 188, 194, 196, 200, 209, 211, 218, 219, 220, 222, 223, 224, 226.
- Parents have no authority in the school-room, 22, 142.
- Physical Training, 5, 7, 32, 39, 51, 53, 71, 77, 92, 111, 127, 134, 166, 168, 179.
- Primary Schools, teachers of, 5, 13, 20, 30, 41, 50, 91, 105, 112, 125, 128, 152, 186, 190.
classification for, 6, 33, 59, 128, 130.
apparatus for, 70.
- Private Schools, 186.
- Prudential Committees, 15, 99, 115, 125, 129, 131, 138, 142, 149, 154, 163, 167, 175, 203, 210.
- Reading, art of, 116, 117, 164, 170, 230.
- Scholars employed in factories, 195.
- Scholars, age of, 102.
- School Committee, 46, 72, 98, 129, 149, 162, 225.
- School Districts, 93, 97, 115, 131, 135, 138, 142, 152, 160, 167, 178, 185, 189, 204, 212, 217, 227.
- School-Houses, 15, 34, 102, 111, 130, 151, 153, 162, 187, 203, 206, 222.
ventilation of, 191, 201, 204.
- School Money, apportionment of, 39, 42, 102, 122.
- School Register, keeping of, 124, 165.

- Schools, "forcing system" of, 11, 60.
 - supervision of, 19, 25, 44, 165, 197.
 - superintendent of, 19, 37, 45, 68, 169, 197.
 - short sessions of, 21, 24, 29, 152, 159.
 - discipline and government of, 22, 141, 157, 166, 183, 214, 219.
 - opposition to support of, 36.
 - order of, 49, 129.
 - classification of, 59, 135.
 - public exhibitions of, 68.
 - studies of, 74, 83, 90, 105, 106, 117, 143, 181.
 - progress of, 198.
 - monthly report of, 213.
- Spelling, 29, 55, 83, 95, 106, 117, 164.
- Tardiness, 42, 47, 75, 113, 123, 126, 135, 163, 193, 208, 218.
- Teachers, relation of, to parents, 4, 23, 40, 84, 136.
 - qualifications and duties of, 16, 23, 30, 35, 45, 84, 89, 104, 107, 118, 120, 129, 132, 136, 137, 144, 152, 156, 161, 176, 190, 209, 216, 228, 230.
 - frequent change of, 19, 35, 50, 73, 184, 196.
 - authority of, 22.
 - selection of, 30, 42, 50, 51, 54, 100, 125, 131, 142, 149, 154, 161, 163, 168, 175, 178, 184, 208, 216.
 - suggestions to, 67.
 - interchanges of, 71.
 - wages of, 92, 210.
- Thoroughness in Studies, 114, 124, 157, 170, 171, 172, 213, 231.
- Truancy, 31, 39, 43, 53, 57, 77, 92, 187, 197, 228.

APPENDIX.

- Abstract of School Returns, i.
 - tabular statement of, ii.
- School returns, recapitulation of, xl.
- Tables, graduated, 1st series, showing the sum appropriated for each person between 5 and 15, xliii.
 - graduated, 2d series, showing the ratio of the valuation of the towns to their appropriations, lxiii.
 - graduated, 3d series, showing the ratio of the mean average attendance to the number of persons between 5 and 15, lxxv.

ERRATUM.—Page 58, second line, read *about* 150, instead of *little more than* 100.





